LEADERSHIP STRATEGIES AND ITS EFFECTS ON TEACHERS' EFFECTIVENESS IN SELECTED SECONDARY SCHOOLS IN MEFOU AND AKONO DIVISION

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DECLARATION

I hereby declare that this dissertation is my original work and has never been submitted to any University or institution of higher learning for an academic award.

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CERTIFICATION

This is to certify that this work entitled "LEADERSHIP STRATEGIES AND ITS EFFECTS ON TEACHERS' EFFECTIVENESS IN SELECTED SECONDARY SCHOOLS" was carried out by MBONG ERNESTINE MEYSONGHO (Registration No. 22w3359) under my humble supervision.

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DEDICATION

TO

My beloved Father Mr. MEYSONGHO BONIFACE

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS/ACRONYMS

SDG: Sustainable Development Goal

NDP: National Development Plan

UN: United Nations

UNICEF: United Nations International Children's Emergency Fund

UNESCO: United Nations Educational, Scientific and Cultural Organisation

WHO: World Health Organisation

GEM: Global Education Meeting

GEC: Global Educational Cooperation

AVK: Audio-Visual Kinesthetic

GCM: Global Education Cooperative Mechanism

GESP: Growth Empowerment Strategy Paper

GCE: General Certificate of Education

ABSTRACT

This piece of work focuses on leadership strategies and its effects on teachers' effectiveness in Secondary Schools. The area of study was Selected Secondary schools in Mbankomo, Ngoumou and Akono Sub Divisions in Mefou and Akono division. The problem surfaced from the fact that heard principals complaining of the regular absence of some teachers from staff meetings and seminars. Moreover, the researcher had always got a lot of complaints from teachers as per their lack or benefits in the teaching corp. To conduct the study, the main and the specific research objectives were considered: the main objective was to investigate leadership strategies and its effects on teachers' effectiveness in secondary schools. From here, she developed the main research question as; what leadership strategies will impact teacher's effectiveness in secondary schools. Ho: Integrity does not have effect on teachers' effectiveness in Secondary Schools. Ha: Integrity has effect on teachers' effectiveness. Three theories were adopted for this study: the great man theory by Thomas, Trait theory and Transformational leadership theory. The descriptive survey design was adopted for the study. The data was collected using questionnaire and interview guide, the purposive and simple random sampling techniques were adopted and through a sample size of 234 participants the SPSS vol 23, the data was analyzed using the inferential and descriptive statistics and presented in tables, charts, frequencies and the percentages. The results leading to responses to the research questions showed that the extent to which leadership strategies are implemented is high while at the practical phase it is low; Findings showed that principals' integrity has a significant and positive relationship with teachers' effectiveness, statistically, results from effective communication by principals with teachers showed that, there is a positive relationship on teachers' effectiveness. Again, results showed that transparency by principals has a significant and positive relationship with teachers' effectiveness. The researcher therefore recommends that the Ministry, Delegations of secondary education should always ensure teachers' welfare and their plight especially through the principals.

RESUME

Ce travail axé sur les stratégies de leadership et ses effets sur l'efficacité des enseignants dans les écoles secondaires. Le domaine d'étude a été sélectionné des écoles secondaires à Mbankomo, Ngoumou et Akono à Mefou et à Akono. Le problème a fait surface du fait que le chercheur avait toujours eu beaucoup de plaintes d'enseignants conformément à leur manque ou à leurs avantages dans le CORP enseignant. De plus, elle a également entendu des directeurs de dirigeants de l'absence régulière de certains enseignants des réunions du personnel. Pour mener l'étude, les objectifs de recherche principaux et spécifiques ont été pris en compte: l'objectif principal était d'enquêter sur les stratégies de leadership et ses effets sur l'efficacité des enseignants dans les écoles secondaires. D'ici, elle a développé la principale question de recherche comme; Quelles stratégies de leadership auront une incidence sur l'efficacité des enseignants dans les écoles secondaires ? L'intégrité a un effet sur l'efficacité des enseignants. L'intégrité n'a pas d'effet sur l'efficacité des enseignants dans les écoles secondaires. Trois théories ont été adoptées pour cette étude: la théorie du Grand homme de, Théorie de Trait de et la théorie du leadership transformationnel. La conception de l'enquête descriptive a été adoptée pour l'étude. Les données ont été collectées à l'aide de questionnaire et de guidage d'entrevue. Les techniques d'échantillonnage aléatoires simples et simples ont été adoptées et à travers une taille d'échantillon de 234 participants, les données Vol 23, les données ont été analysées en utilisant les statistiques inférentielles et descriptives et présentées dans des tableaux, des graphiques, des fréquences. Et les pourcentages. Les résultats menant à des réponses aux questions de recherche ont montré que la mesure dans laquelle les stratégies de leadership sont mises en œuvre sont élevées pendant la phase pratique, elle est faible. Le chercheur recommande donc à ce que le ministère, les délégations de l'enseignement secondaire garantirent toujours les enseignants et leur situation sur les principaux.

CHAPTER ONE

GENERAL INTRODUCTION

Background to the Study

Contextual Background

Sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (1987). In 2015, the United Nations presented 17 Sustainable Development Goals (SDGs) as a "shared blueprint for peace and prosperity for people and the planet, now and into the future" (United Nations, 2015). The 17 SDGs address poverty, hunger, health, education, gender, innovation, climate, cities, land, oceans, justice, and partnerships to achieve the goals and are underpinned by five principles, or 5Ps: "people, planet, prosperity, peace, partnership" (Sustainable Capacity International Institute, 2015–2020). The 17 SDGs were adopted by the 193 member states of the United Nations in 2015, with the aim to be achieved by 2030. The SDGs further the work achieved by the eight Millennium Development Goals (2000–2015), with their broader focus including people with disabilities, older adults, gender, peace, the environment, and low- and middle-incomeFootnote1 countries Pawar et al. (2020). Each of the 17 SDGs impacts the world's citizens and requires commitment from all people across the globe.

How the UN is supporting the Sustainable Development Goals in Cameroon

According to the Sustainable Development Report 2022, the Sustainable Development Agenda is a comprehensive plan of action for humanity, the planet and prosperity, which also aims to strengthen peace around the world. To achieve these objectives, the United Nations in Cameroon supports the State of Cameroon, civil society organizations, private actors and development partners in the design and implementation of activities conducive to the implementation of the Sustainable Development Goals in Cameroon.

The Sustainable Development Goals in Cameroon

From Overview of Sustainable Development Indicators in Cameroon 2018 Edition, the Sustainable Development Goals are a global call to action to end poverty, protect the earth's environment and climate, and ensure that people everywhere can enjoy peace and prosperity.

These are the goals the UN is working on in Cameroon according to the national report millennium objectives for the Development in 2015;

Decision-making fitness of methods to understand Sustainable Development Goal interactions

The integrated nature of the Sustainable Development Goals (SDGs) presents a challenge to implementing the 2030 Agenda. Analytical methods to support decision-makers are often developed without explicitly incorporating decision-makers' views and experience. Here, we investigate whether existing methods are fit-for-purpose in supporting decision-makers at national and sub-national levels on February 2022. We identify prominent methods for SDG interaction analysis, which we then evaluate by engaging directly (via a survey and interviews) with method developers and decision-makers in Sweden.

We find that decision-makers prioritize methods that are simple and flexible to apply and able to provide directly actionable and understandable results Yager (2008), Yager (2009). They are less concerned with the accuracy, precision, completeness or quantitative nature of the knowledge. Prominent categories of methods include self-assessment, expert judgement, literature-based, statistical analyses and modelling.

Communication entails the transfer of ideas, thoughts or feelings by the sender to receiver via verbal or nonverbal means by Kang Ware Aug 31, 2020. This transfer gains special significance in business especially in the service sector since the service providers work with humans based on communication. In any sustainable plan or strategy communication plays a vital role. According to Baker T. In order to plan and develop sustainability and sustainable strategies, it is necessary for people to express themselves internally and externally by using appropriate mode(s) of communications. Thus, in order to establish effective communication, the managers in an organization have to channel the receiver what they mean to communicate in a simple, direct and precise manner whether it be on the oral or written modality. To achieve this end, they should also take into consideration the gender and cultural variations in terms of communication.

According to Jankowski (2017), viral campaigns about sustainability and a need for everyone to be responsible in their consumption. Meanwhile Okoro (2013) has put forward that, mass communications on the importance of sustainability and its behaviours have increased in the last decade, which has enhanced awareness about sustainability. Recognising how widespread sustainability campaigns are, Marcos-Merino et al. (2020) recently developed a scale

measuring sustainability knowingness, a construct describing how well the individual knows about the importance of sustainability and key actions required on the part of individuals to achieve it.

Communication is central to the accomplishment of each of the United Nations' 17 Sustainable Development Goals (SDGs) and is a fundamental human right under the Human rights Agenda and the 2030 Agenda. This special issue of the International Journal of Speech-Language Pathology (IJSLP, vol. 25, no. 1) is dedicated to communication, swallowing and the SDGs; particularly focusing on people with communication and/or swallowing disability and those who support them.

Where it addresses all 17 goals, focusing on poverty, hunger, health, education, work, innovation, climate, cities, land, oceans, justice, and partnerships. Authors worked and undertook their research in Australia, Austria, Benin, Cameroon, Canada, China, Columbia, Denmark, Egypt, Ethiopia, Ghana, Nigeria, State of Palestine, Rwanda, South Africa, Uganda, UK, USA, Vietnam and others.

Communication for all is essential for the achievement of the SDGs, "peace and prosperity for people and the planet" United Nations (2015). Achievement of the SDGs is the role of all; including communication specialists, people with communication/swallowing disability, their families and communities.

Communication is central to the accomplishment of each of the 17 SDGs and is a fundamental human right McLeod (2018), United Nations (2015), Yusha'u & Servaes, (2021). Indeed, it is almost impossible to achieve the SDGs without global and individual communication. Since the United Nations presented the 17 SDGs, there has been an international call for SDG 18: Communication for All. This call has advocated for the importance of communication to overcome communication barriers, disinformation, and inequalities and support sustainability, inclusion, gender equality, development, social change, and peace in policy, the media, social media, literacy, information, activism, and civil society Lee (2023); McLeod et al. (2023) Servaes &Yusha'u (2023).

Communication can occur through several modes, including speech, writing, sign, gesture and other non-verbal modalities. Communication disability occurs when a person communicates sufficiently differently from other community members that it affects their life participation. Communication disability is under-recognised, despite being common Gil et al., (2020) McGregor (2020). For example, McLeod and McKinnon (2007) indicate that communication

disability in children is more common than hearing impairment, intellectual, and physical/medical disability combined, and Stransky et al. (2018) estimate that 9.9% of adults in the USA have language, voice or speech disabilities. Communication disability can impact many aspects of life and may have multiple causes, or no known cause. Swallowing disability (dysphagia) can affect all ages. Smithard (2016) reports prevalence of dysphagia at 16–23%. Dysphagia can have multiple impacts, for example on health, quality of life, and participation e.g., socialising around food; González-Fernández et al. (2013).

Many members of the workforce support people who experience communication and/or swallowing disabilities. In high-income countries, speech-language pathologists (also called speech and language therapists, logopeds, orthophonistes) typically provide expertise, advice and training, development of standards, as well the provision of direct services. In low- and middle-income countries there is typically a severe shortage of expertise to meet these needs; with support provided by community-based rehabilitation workers, families and communities Wylie et al. (2016).

Interventions for people with communication disability can integrate materials based on the SDGs, including how to save water and advocate for affordable and clean energy, providing a context for discussion and actions that contribute to a better future for the planet Crowe et al. (2023).

Many members of the workforce support people who experience communication and/or swallowing disabilities. In high-income countries, speech-language pathologists (also called speech and language therapists, logopeds, orthophonistes) typically provide expertise, advice and training, development of standards, as well the provision of direct services. In low- and middle-income countries there is typically a severe shortage of expertise to meet these needs; with support provided by community-based rehabilitation workers, families and communities Wylie et al. (2016).

No poverty (SDG 1)

Poverty is a known determinant of communication and swallowing disabilities across the lifespan Sherratt (2023). Children with communication and/or swallowing disability frequently encounter economic and social disempowerment Weir et al. (2023). Communication specialists can consider unmet economic and social needs (e.g., bills, housing, childcare, and food) during their interactions to promote health equity and reduce poverty Hamill et al. (2023). They can also advocate for approaches to facilitate social and economic autonomy and reduce

dependency including: the right to access employment on an equal basis, universal basic income, supported decision-making, and improving the communication accessibility and inclusion of financial services Weir et al. (2023).

Zero hunger (SDG 2)

Many nations across the world experience food shortages, and achievement of zero hunger is crucial to survival. For example, in Northern Mozambique, communication-accessible information has been created in five languages to address humanitarian food assistance for food-insecure communities; the first time many people received information in their own language Jagoe, O'Reilly, Gunnell et al. (2023). Hunger can occur even in situations with an abundance of food. Innovations such as using 3D food printing are being used to improve nutrition of older adults with swallowing disability Chen et al. (2023).

Quality education (SDG 4)

According to the Cameroon context by 2030, ensures that all girls and boys complete free, equitable and quality primary and secondary education.

Quality education is a key component to ensure successful communication. Equally, successful communication enables access to quality education. Inclusive and equitable education is important for children with communication disability, including deaf learners, who require opportunities to communicate with peers using sign language Snoddon & Murray (2023). Families have received education to promote early language development across the Arab world (Egypt, Jordan, Lebanon, and the State of Palestine) Khattab et al. (2023). Likewise, the UNICEF/WHO Nurturing Care Framework has been used to offer education to almost 2000 parents, grandparents and caregivers in China to address the needs of children with developmental difficulties (including communication disability), providing a model for adoption in other national health contexts Camarata et al. (2023). Speech-language pathology students' education has been enhanced by university staff co-teaching with experts-by-experience (e.ga parent and young man with autism) Carroll et al. (2023).

Principals are the main administrators of staff and students who are at the center of the teaching learning process while students are the major stakeholders in education Etomes, and Molua (2018). The absence of sufficient and efficient support from school principals towards teachers' challenges leaves most teachers to suffer a deficiency in their teaching learning process which of course makes it difficult to influence quality teaching and school improvement in general.

Because no leadership practice and strategy are the best comprehensive to tackle many teachers' issues, it implies that school principals in Cameroon should make use of a combination of practices and strategies which can tackle teachers' effectiveness.

In addition to the already existing effective practices and strategies, conflict management, supervising, motivation, boosting teachers' morale, promotion of teachers' cordial interpersonal relationships which positively influence teachers' output, other more interaction practices and strategies like mentoring, counselling and coaching are found effective yet neglected due to a busy schedule of principals. Again, distributed leadership, shared leadership, transformational and instructional leadership practice are found to be effective in resolving teachers' challenges.

In line with universal educational requirements to provide for a school system that empowers learners to develop their latent potential to cope with increasing complexities of life, facilitate insertion into the job market and become autonomous learners, pursuing lifelong learning, the new syllabi are designed to reflect local knowledge culture and promote sustainable development by school leavers. To achieve the above and in line with the objectives of national educational policy (law no. 98/004 of 14 April 1998) to lay down guidelines for education in Cameroon, the new pedagogic paradigm chosen is "the competency based approach with entry through real life situation" the new syllabi are in race with the provisions of the Growth and Employment Strategies Paper (GESP) (2010) which specifies the minimum amount of knowledge, skills and attitudes each Cameroonian school child is expected to possess by the time they graduate from the first cycle of secondary education. Together with the accompanying Teachers Guides, the syllabi provide teachers an enabling framework to organize their pedagogic activities.

It is important to know what motivates teachers. A motivated teacher is more capable of motivating students, which increases the quality of education Ebskamp (2011).

Integrity is becoming a significant topic in management studies, especially in leadership Li-Hwa Hung (2013). In Jul 18, 2018, "integrity" has become a concept and topic with more prominence in research on government and governance, as well as in actual policy making at all levels. L.W.J.C, Huberts. Dec 1, (2023). Reviewing various conceptualizations of integrity and its consequences, Krylova, Jolly, and Warren Buffett emphasized integrity to quit it among the top three qualities of any person along with integrity and energy and counted the two was a killer without integrity (Mooorman, Darnold, & Priesemuth (2012).

Research on leadership integrity can be segregated into three distinct phases. First it focuses on the conception development of the construct, where "integrity" started its voyage from a moral concept to general and again to a combination of moral and general consistency of words and deeds (Moorman, Darnold & Priesemuth of a suitable measure for the construct was focused, which resulted in the testing of its relationship with other constructs Palanski & Yammanarino (2007). In the third phase of integrity research (which is to understand the mechanization of integrity influencing leaders, organization, society, and even the environment Palanski & Yammarino (2009).

According to Bodley Head (2014), leaders cannot solve problems alone. Strong leaders are those who dominate their colleagues and the policy making process are the most successful and admirable. In order to facilitate change, leaders must respect each other's expertise and find ways to identify and solve complex problems and challenges. While John Adair 15 May 2009 says, leaders play an essential role in every aspect of our modern lives and good leadership is an art that is highly prized.

Good leadership fosters change that is both transformative and sustainable. It can be concerned with moral or organizational matters. It can define the college's role in the world beyond its walls, or it can determine their internal dynamics of the institution. Most importantly, it requires a worthy goal vision, if you will but it also requires persistence. Ekman (2003). Research suggests that leaders need to have qualities that facilitate followers to transform from one situation to another; this is transformational leadership Shamir, House, & Arthur (1993); Yukl (1999).

Transformational leadership may motivate people to go beyond their own self-interest and to pursue goals and values of the collective group. Effective leadership is central to change and, in particular, to the ability to produce "constructive or adaptive change" as leaders "risk disorder and instability as they seek out opportunities for change" Bedeian & Hunt (2005). Leadership requires the development of a vision, communication of that vision, and the ability to set purpose or direction (Bedeian & Hunt). Transformational leadership involves the ability to inspire and motivate followers.

A process-based view of leadership involves the ability to motivate followers to act, recognizing that the ability to successfully influence others is the essence of leadership Yukl (1999). The successful, effective leader has the ability to have his or her vision accepted, as well as to motivate followers to work toward a common end Chemers (2001).

House's (1971) Path-Goal Theory sees the successful leader as someone who engages followers by reconciling their personal goals with those of the group. Leadership is not simply a matter of leaders or of leaders and followers. Leadership is the relationship between leaders and followers within a social group Haslam (2001). Therefore; leadership involves directing a group toward some end point or accomplishing some tasks.

Meanwhile, the Global Education Cooperation mechanism (GCM) built on the 2015 Incheon Declaration and Education 2030 frame work for Action, which envisage a cooperation and monitoring mechanism with the Global Education meeting (GEM) at its center. At the heart of education goal and the incentives for stronger collective action and joint accountability to achieve this goal. The GCM creates an environment at greater unity to act more effectively, better mobilize existing partners and initiatives.

Furthermore, UNESCO welcomes the African Union's decision to dedicate 2024 to education, and the ambitious objectives it announced in Addis Ababa, while much progress has been made in recent years on the continent, this new collective mobilization is an important step to ensuring quality education for all.

UNESCO, as the UN lead organization for education, is determined to support the effects of Africa states to achieve universal secondary education and research opportunities in Africa. Significant progress has been made in broadening access to education in Africa over the past few decades. The out-of-school population in Sub-Saharan Africa at secondary levels dropped from 44% in 200 to 29% in 2020 as referenced in the latest UNESCO Global Education Monitoring Report 2023.

Providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require well-qualified, trained, adequately remunerated and motivated teachers (UNESCO, 2016; 30)

Education is one of the resources with the greatest influence on people's lives Wachira et al. (2017). In the context of efforts to educate human life, the real effort is needed to improve change knowledge, skills and attitudes and behavior of a person or group through the educational process with guidance, teaching and research activities Agustina et al. (2016).

Hargreaves, (2002) observed that demands in some countries for students to learn new skills such as teamwork, high-order thinking and effective use of new information technologies. Bearing in mind, leadership is a process whereby an individual influences a group of individuals to achieve a common goal Northouse (2012) and poor performance of school leader

is detrimental to school effectiveness and leaders have significantly changed and leaders are being held accountable for poor resource management and student academic performance Busch, O' Brien and Spangler (2005).

Most of such problems that surface in the Cameroon school context always point accusation fingers to the school management and administration (school leadership). "Most parents blame the entire school systems, the administrators blame teacher, while teachers in turn blame the students and school principal".

Meanwhile, school leadership affects students' learning achievement by exercising a positive influence on the work of other staff, especially teachers, as well as on the conditions or characteristics of the school Leithwood et al. (2006). Therefore, the effective and efficient management of any school depends on the ability of the top leadership to motivate the workforce. This is also backed by section 37(1) of law No. 98/004 of 14th April 1998 to lay down guideline of education in Cameroon which states that: "The teacher shall be the principal guarantor of quality education". Although other factors contribute to teachers' productivity, principals as heads of secondary schools have a vital role to play in teachers' job performance Etomes, and Moulou (2018).

Generally, Cameroon secondary schools officially headed by school principals and directly assisted by vice-principals while administrative positions like discipline master, the dean of studies, accountant, secretary complement the school leadership. The principal is the chief executive or head of administration of the school that plans, organizes, commands, coordinates and controls all activities that take place in school Mbua (2003) cited in Ngwokabuenu (2015). It is important to note that, school leaders start out as teachers and advance to the position of school leader at the end of their teaching career.

Wirba (2005) attest that "the speed at which classroom teachers are turned into school principals indicate the lack of emphasis on leadership training for current principals in Cameroon schools, meaning the average school principal in Cameroon context has no special qualities and experiences over the teaching staff. This seniority-based transition of teacher to school leadership therefore overlook knowledge and experience of education management and leadership with the assumptions that the new principals have already got relevant experiences for new role and will have more skills and experiences on job training.

Luke, Woods, and Weir (2012) perceive a syllabus as a map and a descriptive overview of the curriculum, a structured summary or outline of what should be taught and learned across the

schooling years. It is an outline of the preferred expected knowledge, skills, competences, performances, with affiliated specifications of expected standards. In this connection, Michael (2005) argues that:

Liberal arts education proposes that our lives are shaped both by the individual choices we make and the broader historical and structural forces we have relatively little control over.

Educational aims and objectives are the foundational elements on which the syllabus outline is constructed. In this connection, Halpern and Hakel (2003) conclude that the main reasons for education are the transfer of learning, using what one has learned to solve problems in other contexts.

The aim and objectives of secondary education in Cameroon are articulated in the policy law no. 98/004 of 14 April 1998 to lay down guidelines for education in Cameroon. The secondary school syllabi have been created using the aims and objectives contained therein and in related policy documents such as the Growth and Employment Strategy paper (2009) Socle Nationale de Competence (2013) and Vision 2035 (2009).

In preparing a subject syllabus, it is essential to remember that we all learn at least through three of our five senses with one being dominant. Learning takes place through hearing (audio) seeing (visual) and doing (kinesthetic) which may also involve taste and smell. This Audio, Visual and Kinesthetic (AVK) model of learning enables us to understand that we learn differently and therefore the syllabus needs to incorporate this into its fabric in order to help maximize the learning potential of each student.

Consequently, Diamond (1998) posits that it is of great importance to communicate high standards for students which must be clearly articulated in the learner-centered syllabus. In this connection, the following objectives of a learner-centered syllabus are proposed:

1) Define the student's responsibilities.
2) Define the instructor's role and responsibilities.
3) Provide goals and student learning outcomes.
4) Establish standards and procedures for evaluation.

According to Stylianides & Stylianides (2023), assumptions refer to statements that people use or accept and on which their assertions are based. Students need to be aware of the role they will assume in the subject. Consequently, the purpose of defining student responsibilities is to assist them take control of their learning and to promote lifelong learning. This also requires

that learning spaces be organized to focus on individual learning and that pedagogical strategies promote knowledge on how students learn.

As a general rule, the syllabus contents should be so clear that they are easily understood by learners Habanek (2005) The syllabus should provide enough detail for students to understand what is expected of them and how the course proceeds Diamond (1998) In addition, the course syllabus should generate interest and motivate students to take responsibility to learn the contents of the course Grunet (1997).

The learner-centered syllabus is expected to not only evaluate procedures but also grading scales and student performance monitoring instruments. Consequently, the inclusion of all levels of the Bloom's (1956) taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation) of educational objectives is highly encouraged by educational learning theorists in the evaluation of instruction in learner-centered classrooms Peter K, Martin M (2005).

Social constructivism, in contrast to the individual constructivists, is based on the assumption that learning is collaborative with meaning negotiated from a multiplicity of perspectives. Vygotsky (1980) felt social learning precedes development. As with individual constructivism, there is no general agreement on how this knowledge is in practice negotiated.

According to the New syllabi for Cameroon Secondary Education by Alemnge, F, L. (2021), General Education is divided into two levels (Level 1: Forms 1 and 2; Level 2 Forms 3, 4 and 5) and organised into 5 Areas of Learning. Each area of learning contains a number of related disciplines. This is accompanied by the prescribed weekly workload per area of learning and the expected learning outcomes of each area of learning at the end of the level. Learners are required to acquire knowledge, competences and attitudes in each subject and area of learning, but they are also expected to acquire other accompanying skills described as cross-curricula competences related to intellectual, methodological, social and personal areas of learning.

At independence, Cameroon inherited two educational systems; a Francophone subsystem in the mandated East Cameroon in 1960 and an Anglo-Saxon sub system; in the mandated Anglophone West Cameroon in 1961. In the nation's search for the best course of action to take in order to resolve this very important issue of national and international interest, they opted for a reformed secondary school programme that will bring together the best in both subsystems while ensuring that the programme was anchored in the local realities of the

Cameroon society. In pursuit of this goal and acting independently the governments of East Cameroon and West Cameroon passed a similar law in 1963 whose implementation should have resulted in a harmonized secondary school programme for the country Alemnge (2019).

From the Federal Republic in 1961 through the United Republic of 1972, to the Republic in 1982 efforts have been ongoing in a bid to realize the set goal of harmonizing the secondary school programmes. This led the government to organize a national Forum on Education in 1995 to which all stake holders were invited and charged with the responsibility to make proposals to government for the long-awaited reforms. The Forum met and made proposals to government addressing all aspects of the education. The recommendations proposed by the Forum were exploited and led to the publication of the National Education Policy, encapsulated in the Law of 1998 to lay down guidelines for Education in Cameroon.

However, the long -awaited reform leading to the new and harmonized secondary schools' syllabi found expression within the general reform movement (GESP, 2010 aimed at transforming the national economy from producing and commercializing primary products to an emergent one by 2035 that will add value to its products by transforming them into finished product before sale. Therefore, the new syllabi are guided by the desire to produce the human resources that will be imbued, with the required skills, knowledge, attitudes and creativity to be able to transform the society to achieve emergence by 2035 (GESP, 2010).

Cameroon is a central Africa nation on the Gulf of Guinea. Bantu speakers were among the first groups to settle Cameroon, followed by the Muslim Fulani until German domination in 1884. After World War I, the French took over 80% of the area, and the British 20%. After World War II, a self-government was granted and in 1972, a unitary republic was formed out of East and West Cameroon. Until 1976 there were two separate education systems.

Two separate systems of education were used in Cameroon after independence. East Cameroon's system was based on the French model and West Cameroon's on the British model. In 1990s significant World Bank support for education in Cameroon was directed toward increasing school participation rates for girls. Since there are more than 270 local languages in Cameroon, picking at random a language to be taught in all country "would generate political feelings of superiority that may endanger national unity".

Christian mission schools have been an important part of the education system. The country has institutions for teacher training and technical education. The last two years in secondary school, after GCE O Levels, are referred to as high school. A high school is part of the

secondary school but in Cameroon, it is habitual to talk of secondary school for a school which ends at the O levels and complete secondary education program of 7 years (or one which simply has lower and upper sixth classes).

The academic year in Cameroon runs from September to June, at which time, end- of year-examinations are usually written. The General Certificate of Education (GCE) Both Ordinary and Advances levels are the two most qualifying exams in the Anglophone part of Cameroon. Students who graduate from a five-year secondary school program have to sit for the General Certificate of Education Ordinary Level, and those who graduate from a two- year high school program have to sit for the General Certificate of Education Advanced Level. So far, the GCE advanced level and the Baccalaureate (the French equivalent of academic attainment) are the two main entrance qualifications into Cameroon's institutions of higher learning.

Theoretical Background

Leadership theories and strategies are different approaches to understanding and practicing leadership. The following are some main leadership theories for this study;

The Great man theory

- The Great man theory is an approach to the century according to which history can be largely explained by the impact of great men, or heroes, highly influential and unique individuals who, due to their natural attributes, such as superior intellect, heroic courage, divine inspiration or extraordinary leadership abilities, have a decisive historical effect.

- **Trait theory**

  Trait theory also called dispositional theory trait theory in psychology is an approach to the study of human personality. Trait theorists are primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thought and emotion.

- **Transformational theory**

  Transformational theory refers to two different theories which include transformational learning and transformational leadership. Transformational leadership is a theory of leadership where a leader works with teams or followers beyond their immediate self-interest to identify needed change.

Conceptual Background

Integrity

Integrity, by author C.S. Lewis 'is along the right thing, even when no one is looking" integrity is a foundational moral virtue, and the bedrock upon which good character is built. Acting with integrity means understanding, accepting, and choosing to live in accordance with one's principles, which will include honesty, fairness and decency.

Babson Thought & Action, leaders who demonstrate integrity garner trust among their colleagues. They are not afraid of the truth, and they stand up for what they believe in. This in turn, lead to loyal customers, increased profits, and a better world for all, maintain honesty and integrity in leadership; for example, owing your mistakes and practicing what you preach is essential to become a successful leader by Hillary Chabot in September 28, 2023.

Effective Communication

Communication is the process of conveying information or ideas between individuals or groups. When everyone in an organization understands its mission and principles, it presents miscommunications and facilitates trust and transparency. Wilbur Schramm (August 5, 1907-December 27, 1987), considered the founder of the field of communication is an early and influential model of communication. It was published by Schramm in 1954. It is one of the earliest interaction models of communication.

A vision outlines the future desired; the standards leaders and staff operate by, and describe each of their roles in the process of change. Creating and communicating a vision for a greater success in an institution is of paramount importance.

For a school to provide quality services, we believe that one of the most important factors is educational management that can increase the chances of a successful school. Management, at the level of the school organization, considers the science and art of all managerial functions, as a free, complete, harmonious action of individuality, according to the educational ideal. More specifically, management in the educational context represents "an integrative - explicit conception, an attitude, a methodology of action aimed at achieving success in education, which includes a set of principles and functions, rules and

methods of leadership through which it is ensured achieving the objectives of the educational system" Gherguṭ (2007). School organization management involves managing all educational processes and technologies used in the learning process to improve students' learning conditions Tegegn (2011). Moreover, the quality of the management of a school organization can be a consequence of the different performances achieved by it in achieving the school objectives.

Decision making

Decision-making is the process of choosing the right and practical course of action from alternatives to achieve the strategy and process for selecting the most sensible solution from a set of alternatives to achieve the best result. It can be regarded as a problem-solving activity yielding a solution deemed to be optimal or at least satisfactory.

Decision-making is the process whereby an individual group or organization reaches conclusions about what future actions to pursue given a set of objectives and limits on available resources. By J. E Edward Russo January 2014 smart Draw helps you create decision trees to visualize and analyze your option and outcomes.

Public policy is critical in defining the direction of any institution, organization or country, including its education sector. An education policy as a public policy enhances, authenticates and regulates educational processes in a nation. A good education policy must be anchored on the attributes of good policy. Since independence, the Cameroon government has adopted different educational legislations which have guided educational processes over the years. While some scholars view these as constituting Cameroon's education policy, others argue that their disjointed and incomprehensive nature does not qualify what exists as education policy, Suh (2020).

Transparency

Martin (2023) identified transparency as a crucial leadership attribute. It helps to build trust and it is a prerequisite for building constructive, high-performance culture. Transparency is the practice of sharing information openly and honestly with various stakeholders. Transparency can involve proving performance-related data to stakeholders, effective communication channels to employees. It is a quality or state of being transparent, which means clear and see through. Transparency in school builds trust and enhances reputation.

Here, Cheng & Kurt (2016) summarize that, transparency and accountability have involved stakeholders to positively impact change in education systems.

In the context of school, transparency is defined as the timely disclosure of all relevant information regarding the operations of the institution for the purpose of accountability to the external stakeholders. Transparency in education is about improving the learning outcomes for students by helping learners understand how and why teachers structure their instruction in specific formats.

Over the years, especially in the Watergate in the 1970s, new laws and administrative rules have given the public greater access to governmental information, increasing the accountability of civil servants, businesses and politician for their actions and making decisions more open Vaughn (2000). Meanwhile creating a transparent school starts with a school's leadership, 'Leadership has to buy into the value of connectivity,' said Dr. JOE Mazza, director of connected teaching, learning and leadership at North Penn School District.

Transparency international which is a German registered association founded in May 1993 by employees of the World Bank. With its purpose to combat corruption with civil society anticorruption measures and to prevent criminal activities arising from corruption.

While according to Mary Ann Winkelmes, transparent teaching and learning activities share several things in common, they are transparent required learning activities and data.

The quality of education is highlighted by components such as: effectiveness, efficiency, equality, relevance and sustainability. In order to fulfill the quality components, a continuous improvement of the personnel is necessary. The human resource, also called "the most valuable asset" Maican (2007), it is one of the most important investments of an organization.

The education system, in order to be efficient, will have to focus on the quality of learning which refers to the learning of "maintenance" as the acquisition of fixed rules, methods and rules to deal with known and current situations and which stimulate the ability to solve problems given no longer nowadays.

For an education system to perform, it must provide a high quality service to society. Quality in education and implicit performance depend on a number of factors as well

(Commonwealth Secretariat, 2016): quality of entries (teachers, books, curriculum); process quality (learning experience, classroom interactions, school environment); quality results (skills developed, not just exam results).

The quality of education aims at a motivating school climate for both teachers and students, but also a constant evaluation of performance in order to improve the quality of educational services.

Statement of the Problem

Leadership strategies and its effects on Teachers' effectiveness in Mefou and Akono is a major concern. This is so because the researcher happened to have travelled with some principals where they complained of teachers who are irregular in their schools, moreover are always absent or turn up very late in staff meetings. Again, the researcher usually visited some of her friends who are teachers and in the course of discussion about their profession, there are those who say they go to teach just because there are Principals' eyes on them but they are not happy in the profession any longer. With reasons that, they do not experience professional benefits in the career such as professional development, lack of incentives, advancements not given, with a great number saying that even with the advancement decisions, it is a long procedure and expenditure for follow up. In addition, other teachers put forward the issue of lack of recruitment meanwhile, others highlighted theirs to be lack of integration into the public service.

At the same time many classroom teachers in Cameroon Secondary Schools face a lot of challenges like inadequate pedagogic and content knowledge, poor feedback, poor working conditions from supervision of instruction and others, which generally affect their motivation, job satisfaction and commitment, thereby affecting teaching quality, students, achievement and the entire school development because without teachers the education system will be crippled and no educational system can rise above the quality of its teachers Endeley (2014), Etomes & Molua (2015).

More so, some teachers complained that even when they mark the final year examinations, it is a matter to conjure whether you will be paid or not when? And how? Furthermore, another set of teachers said they go to teach when they like because their principals shout

at them for instructions as if they were students. And serve them query letters without interrogating them on certain issues that arise. Hence the necessity to research on the study "Leadership strategies and the effects on teachers' effectiveness in secondary schools".

Objectives of the study

The main objective of this research study is to investigate leadership strategies and its effects on Teachers' effectiveness in secondary schools in Mefou and Akono division.

Specific objectives

1) To identify the extent to which integrity influences teachers' effectiveness.
2) To access the importance of communication to teachers.
3) To discover the influence of decision making on teachers' effectiveness.
4) To determine the role transparency plays on teachers' effectiveness.

Research questions

With respect to the study, the researcher made use of the following research questions:

1) To what extent does leadership integrity influence teachers' effectiveness?
2) How relevant is communication to teachers?
3) Why is decision-making crucial for teachers' effectiveness?
4) What role does transparency play on teachers' effectiveness?

Hypotheses

General Hypothesis: Good leadership styles and strategies positively affect the effectiveness of teachers in Mefou and Akono secondary schools.

Specific Hypotheses

1) Ho: Integrity does not have an influence on Teachers' effectiveness

   Ha: Integrity has an influence on Teachers' effectiveness

2) Ho: Decision making does not have any relevance on Teachers' effectiveness

   Ha: Decision making has relevance on Teachers' effectiveness

3) Ho: Effective communication is not necessary for teachers' effectiveness

   Ha: Effective communication is necessary for teachers' effectiveness

4) Ho: Transparency does not play a role on teachers' effectiveness?

Ha: Transparency plays a role on teachers' effectiveness?

Significance of the Study

This study shall be beneficial to all policy makers especially the following:

To Principals

This work is beneficial to the principals in the sense that, they act as intermediaries between Ministry, Delegation of Education and the school. They are the ones to determine most suitable combination of leadership strategies to be used so as to motivate teachers which will spur them to teach effectively.

To Teachers

The teachers stand to benefit a lot from this piece of work, it will help them to know that, for effective teaching they ought to plan instruction well, conduct research regularly, have a mastery of content, utilize didactic materials convey content to students. This will also serve as a reminder to them on the necessity of attending seminars and being punctual and regular in staff meetings.

Top Administrators/Leaders

This study will enable them to assist in the teaching learning process either via the principals or teachers by giving guides and directives. It will also enable ministers and delegates of education to practice effective communication, ensure that seminars are organized in time and didactic materials are provided to schools so as to create effective teaching and learning environments.

Scope and Delimitation of the Study

Geographically, the researcher is limited to six secondary schools within three Sub Divisions in the Mefou and Akono Division in the Centre Region of Cameroon, and is limited to principals and teachers of the following selected schools:

Bright Future Nomayos

GBHS Mbankomo

GTHS Ngoumou

GBSS Ngoumou

GBHS Akono

Minor Seminary Akono

Contextually, the study is limited to leadership strategies and its effect on teachers' effectiveness in selected secondary schools. This piece of work would have been expanded if not of some set backs the researcher encountered during the research period such as: time factor, rainfall, as the research was carried out along-side school activities on campus.

Definitions of Operational Terms/ Concepts

- Leadership: The process of encouraging and helping others to work enthusiastically toward objectives (Keith Davis)
- Strategies: Mintzberg (1978) defined strategy as a 'pattern in a stream of decisions
- Effects: It is often used as a noun, usually indicating a result
- Teachers' effectiveness: It is defined as the practical outputs of teaching, which are quantitative, such as student learning, as calculated by value-added assessments or other rigorous measures.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will present the conceptual framework and theoretical framework relating to the leadership strategies and the effectiveness of teachers in selected secondary schools.

Conceptual Framework

Integrity

Integrity is commonly a concept used in the discussion of leadership either in formal or informal and organizational theory Pillay (2014). According to Jendia (2015) Integrity is the quality of having strong moral principle, and/or moral uprightness and being honest. Meanwhile, Values and Values (2010) define leader integrity as having a quality of honesty and good character as well as condition of being complete. Chi & Chi (2014) sees leader integrity as a choice upon a leader in order to hold oneself to moral and ethical standard in a consistent manner.

At the meantime, Shahid & Arabia (2013) integrity is regarded as accuracy of one's actions, truthfulness and honesty. It is derived from Latin word 'Integer" meaning complete or whole. Hence, in this context integrity refers to the wholeness of inner sense which comes from such qualities like honesty, character consistency, that is giving judgment to someone or other as having integrity to the level that they act according to the beliefs, values and principle which they seem or claim to hold within themselves Dugger (2007).

While Mooman et. al (2012) described integrity as inclusion of personal inner sense of completeness which is resulted from consistent uprightness of characters as well as honesty. To Mineo (2014), he believed that out of all characteristics needed in leaders, integrity is very vital, but there is still who are lacking credibility. However, lack of integrity is intolerable otherwise everything else which contributes to the success of corporate organization will without doubt suffer. In order to build integrity, it must be felt in one's gut and in the core beliefs, as being honest and trustworthy is the correct practice in every organization. Organizations should build integrity among the leadership team, which will aim at integrating integrity in the culture of the organization.

Moorman, Darnold, Priesemuth, & Dunn (2012) in their study conducted on leader integrity, introducing multidimensional approach discussed that this term leader integrity till date is at its early stage because there was no enough literature which fully described that concept of leader integrity which could be used to make description and develop or construct measures. It was discussed however, that follower makes description and categorization of leaders based on multiple traits, past experiences and attributes, hence multidimensional approach to leader integrity in this regard include judgment of moral values which leaders possess as well as and whether the leaders exhibit these values in a consistent manner or not.

Leaders' Integrity

Hooijberg & Lane (2005) in their research conducted on leader integrity and effectiveness among top-level managers in public service found out that integrity values and flexibility have impact on effectiveness significantly beyond the impact made by various leadership behaviours. It was concluded that there was flexibility with integrity leaders as well as their peers in carrying out their leadership roles.

Dinham (2005) in the study of leadership of principal for outstanding educational outcomes discussed those educational outcomes could only be achieved with good leadership. It was found out that the principals' leadership style has effect on the performance of teachers. The study reveals that teachers are the people who are working for the achievement of those educational outcomes. Individuals who have integrity in them builds good and well trusted relationship with others, individual with integrity share values and make consensus development at the cooperate level, high valued work environment and quality of cooperate governance could be created by the culture of integrity which provide good and solid foundation for a long term performance in financial aspects.

Values & Values (2010) in the study authentic leadership and behavioural integrity as drivers of follower commitment and performance discussed that authentic leadership has relationship with effective organizational commitment of the follower with full mediation by leader behavioural integrity.   Kaiser & Hogan (2010) in their study done to find out how to and how not to assess the integrity of managers and the result reveals that the perception of subordinates on their managers integrity is determined by the level of trust they have on their managers, it was discussed that only very little percent of managers have integrity issues, and such does not differentiate low from high performing managers.

Oluwayemi (2012) in their research on the role of leader integrity in the development of developing countries economy found out that, good ethical environment proclaimed leadership integrity which is a guide to promise development and implementation of plans with total positive effect on national development Shahid & Arabia (2013) in their research integrity and trust: Defining principles of great workplaces discussed that trust and integrity at cooperate and individual level are the cornerstone which leads to the absolute standard of what a great place will be, trust and respect is what gives assurance to people on how one or a person act in their best interest, integrity is viewed as the key to establishing as well as sustaining trust.

People who are consistent in their action and who are honest, who welcome valuable information, who deal with tough issues willingly and who are very open about their ambition are generally trusted.   Integrity culture do bring very high work environment which is respectful, it was concluded that individual integrity and how it is important in the corporate level in creating integrity culture and trust is very essential in workplace.

At the same time, Mineo (2014) in the study, conducted on the importance of trust in leadership discussed that trust serve as a vehicle through which both leader and follower achieve their goal which in turn lead to the attainment of organizational objectives. It was found out that the trust which leaders have in their followers makes both the leaders and those they lead to excel, trust is a huge investment which over time or give way for true success as a whole in the organization.

While Pillay (2014) in the study of integrity leadership discussed those good and or great leaders do model integrity there by being honest, and things right regardless of whatever the circumstances, and it was discussed that integrity is something which is truly holistic and complete. Hence, leading with integrity means leading complete.

Effective Communication

Communication is a very important skill in human life, where we can see communication can occur in every human step. According to Jessica Trach, Nandini Chatterjee Singh (2021), Humans are social beings who depend on each other and are independent and interrelated with others in their environment. The only means to be able to connect with others in their environment is communication both verbally and non-verbally (body language and cues are widely understood). Communication is one important thing to support the success of the

organization both in improving organizational performance and organizational adaptation to any changes in the existing environment.

Through good communication between individuals and parties directly involved in organizations and outside the organization, organizations can obtain the necessary information. The communication created by the superior against his subordinates; respect for human resources; premiums and penalties applied. In that context, therefore, organizational communication has a role in the continuity of an organization.

Organizational communication becomes important and fundamental in relation to the interaction between individuals within the organization. Communication within the organization becomes important to create a common understanding of the information presented to each other. Communication can create satisfaction for people who do it. Corporate, social and personal satisfaction depends on a person's ability to communicate clearly to others, from his work, from what he wants and from what he believes.

According to Thoha (2018), communication is a process of transmitting and receiving news or information from someone to others. From the above description, the way in which to transmit the intention is to formulate communication as behavior, actions or activities of delivery of symbols that contain meaning.

While to Jerald Greenberg (2008), communication can be interpreted as a process by which a person, group or organization (sender) transmits one type of information (message) to another person, group or organization (recipient).

Communication within the organization becomes important to create a common understanding of the information presented to each other. Communication can create satisfaction for those who do, as Stoner says in Bolarinwa and Olorunfemi, that communication as a process used by humans to seek common sense through the transmission of symbolic messages. Furthermore, Stoner states that the notion of communication is three important points, namely (a) that communication involves people and that understanding communication includes trying to understand the way in which human beings are interconnected; (b) that the communication includes the same meaning, in the sense that, for people to communicate, they must agree on the definition of the term they use; and (c) that communication which includes symbols, be it body, voice, letter, number, and words, can only represent or approximate the idea they intend to communicate.

While Robbins states that communication is a transfer of meaning and understanding of meaning to others in the form of symbols, symbols or certain languages so that people who receive information understand the purpose of the information different from that. Communication is also a passage between a source and a recipient which translates into a transfer and an understanding of the meaning Correspondingly, Gibson, Ivancevich, and Donnelly have stated that communication as a process of transmitting information and understanding using the same signs.

At the same time, James G. Robbins and Barbara S. Jones (1982), in his book Effective for today manager, that communication is a behavior, action or activity of delivering or operating symbols that contain meaning.

Communication is the glue that unites the organization together. Communication helps members of the organization achieve both individual and organizational goals, implement and respond to organizational changes, coordinate activities and virtually interact with all behaviors relevant to the organization. When the effectiveness of organizational communication is less effective than it should, then the organization is not as effective as it should be.

According to Ralph Tench, DejanVercic, Piet Verhoeven (2017), transformational leaders are exceptional communicators in the age of knowledge, ideas are the foundation of success in almost every field. One can have the greatest idea in the world, but if he/she cannot persuade anyone else to follow his vision, then his influence and impact will be greatly reduced. And that is why communication is no longer considered a "soft skill" among the world's top leaders. Leaders who reach the top do not simply offer up service to the importance of effective communication. Rather, they study the art in all forms, like writing, speaking, presenting and constantly strive to improve on those skills.

According to Indra Nooyi former Pepsi Co CEO who now serves on Amazon's board, "if you cannot simplify a message and communicate it compellingly believe me, you cannot get the masses to follow you". He further brought up the following tactics top leaders use when communicating with their team as follows;

i)   Use short words to talk about hard things

ii)   Use sticky metaphors to reinforce key concepts

iii)   Humanize data to create value

iv)   Make mission your mantra to align teams.

Transformational leaders over communicate. They repeat the mission so often, it becomes a mantra. That is, a statement or slogan that builds in strength as it is repeated. Organization as an open system can be seen as a homogeneous culture and a heterogeneous culture. The homogeneous culture emphasizes the professional culture and the corporate culture, which together constitute a long-term commitment to organizational progress. While the heterogeneous culture is formed and developed by sub-cultures that grow in different units within an organization. The organization is an entity or association made up of people or parties in which there is a rule-based cooperation activity to achieve common goals.

The communication shows the correlation with the implementation of the organization as a whole. Communication within an organization can take the form of written or spoken words or symbols that determine changes in behavior within the organization, both between managers and employees involved in the delivery or exchange of information.

Communication Process

Organizations can work well if they also use good communication schemes. it is necessary to set up the communication scheme and the communication design program adapted to the needs of the organization. While the communication models itself is a process of providing information and understanding using the same signs.

According to Jerald Greenberg, communication can use the media as an intermediary by sending messages from the sender to the recipient. Supports that can be used for example; telephone, radio, and television. The display of communication channels can be described as follows;

Figure 1: Communication Channel
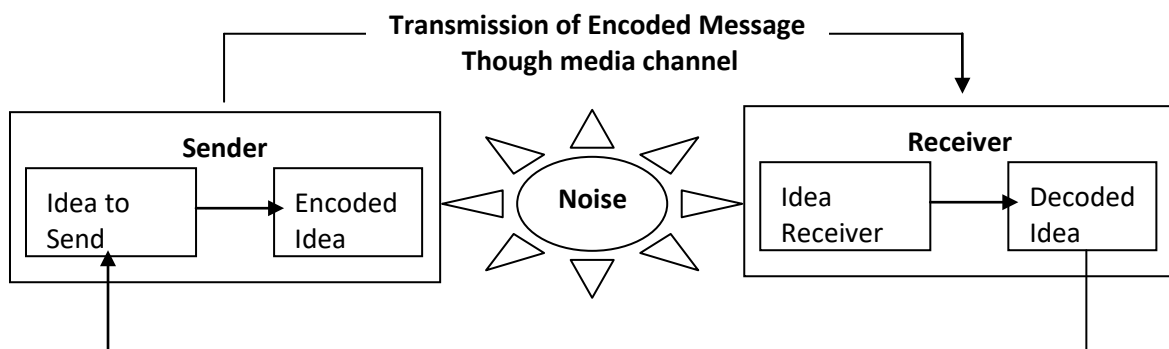
Source: Anna Sanina (2017)

The communication process is how to send messages to the recipient of the message, in order to create a meaningful equation between the donor and the recipient's information. This communication process aims to create an effective communication (in accordance with the purpose of communication in general). Organizations are living things and they need to be fed and nurtured by knowledge and experience with the passage of time. They grow and fall against the forces around and hence they have to adjust themselves to sustain and remain abreast of the latest development. Organizations are actually the people, not buildings, who manage, support, and run it.

Decision Making

Generally, according to research on the decision-making process, individuals typically find it challenging to make productive and prudent selections. The term "decision making" refers to the process of choosing between two or more choices. A decision can be reached intuitively, rationally, or through a combination of the two Akter, Ahmed, Sentosa & Hizam (2022). Individuals view decision making as a vital aspect of their lives. The individuals must make everyday decisions both inside and outside their houses. When the decisions are minor, individuals are able to make them in a controllable manner without encountering significant difficulties. In contrast, when the decisions are significant, individuals must analyze the possibilities and choose the most appropriate one. Decisions must be capable of being implemented in an effective manner (Del Prette & Del Prette).

In order to achieve a desired outcome, decision making can be defined as the process of picking a course of action from among multiple choices. The objective of decision making is to influence human behavior and dedication toward a future objective. If there are no options, if there is no choice to be made, if there is no other way out, then there is no need to make a decision. It entails dedicating the organization and its resources to a certain plan of action deemed adequate and capable of achieving a set target. Managers at every organizational level make decisions and address challenges. In reality, decision making is the process of closing the gap between the current state and the desired state through resolving difficulties and seizing opportunities.

A decision is a course of action purposefully chosen among available alternatives in order to achieve a desired objective Kapur (2020). It is the result of the judge's decision and symbolizes a decision and commitment to the same. It is the final resolution of a conflict between needs, means, or objectives that is reached in the face of uncertainty, complexity, and multiplicity.

According to Cowan (2010), more than a tiny handful of information can overwhelm the cognitive capacity of decision makers. While, Payne (1976): Bettman & Park (1980) Salisbury & Feinberg (2012) on their part say consumer behavior suggests that the decision to include certain alternatives in the consideration set can be based on markedly different heuristics and criteria than the final choice decision. While to Liu & Dukes (2018), one has take into account a wider range of choice in attributes when evaluating the few remaining alternative for the final decision.

At the same time, Lord et al. (2010), regulation process in relation to decisions has to be addressed in the organizational domain because it has been recognized to be at the root of many problems of underachievement at work.

Meanwhile to Wood et al. (1990), as information processing increases, greater cognitive resources are required for a competent functioning. According to Kets de Vries and Millar (1987); Weber and Johnson (2009) poor decision making results from influenced emotional factors.

In the meantime, Trersky and Katineman (1986), decision frames define the acts, extras and outcomes as perceived by the decision maker. While to Mason and Mitroff (1981), the key in decision making is to know when to distrust one's intuitions and how to bring key assumptions to the surface.

A choice is a conclusion made after deliberation; it occurs when one alternative is chosen to the exclusion of all others it is the exercise of judgement. In the business sector, having strong leaders and managers is really necessary. Ineffective leaders, on the other hand, usually cause harm to the organizations they serve, despite the fact that effective leaders can bestow several advantages upon their organizations. Managers are people who take full responsibility for the management, upkeep, and operation of an organization Putra & Sentosa (2018).

It suggests that managers are the pillars of their companies and have the authority to do whatever it takes to earn profits for their own workplaces. It is challenging to be an effective leader who is able to take on all of their responsibilities. The vast majority of leaders or managers believe they are in charge of the organizations they oversee Bisson & Folk (2000). The process of getting things done by enlisting the help of other people to carry out the various tasks that are often necessary in order to achieve personal or organizational goals is managed and carried out by managers. It gives the impression that effective management carried out by managers leads to a lucrative corporation at the top, much to the satisfaction of stockholders,

but it pays little regard to the organization as a whole Kellerman (2010). As a consequence of this, numerous studies have been conducted to investigate the levels of expertise possessed by the leaders and managers working within a business.

A modern, globalized leader must be sensitive enough to arrange any strategic opportunities, be the architect of the organization, and motivate subordinates and workers toward this new change by applying and practising not just intelligence quotient but also emotional and spiritual quotients. Managers with good character traits are likely to be leaders or managers who understand the importance of social responsibility and incorporate it into their day-to-day processing tasks Sadler (2003). Leaders or managers with positive character traits, such a healthy sense of self-worth, are more likely to be self-aware, self-directed, decisive, continually express new ideas, and get along well with people, particularly their subordinates and the workers who ultimately report to them in the organization Surji (2015).

To make sensible and effective decisions, leaders must improve their decision-making abilities. These are the competencies that emphasize the tactics and strategies that must be implemented for enhancing goodwill and obtaining the desired results. In organizations, those in positions of leadership must make prudent and effective judgments. When organizational and employee-related choices are being made, employees are also given the opportunity to share their views and perspectives. When instructors need to make judgments in the classroom on a variety of areas, they typically give students the opportunity to provide their ideas and suggestions. When others are given the opportunity to share their thoughts and opinions, those ideas and perspectives are accepted if they are deemed valuable and significant. On the other hand, they are not accepted if they are not deemed valuable. Determining the errors and contradictions in judgments prior to their implementation is therefore essential. Individuals must be devoted to their decisions and well-informed regarding their benefits Kapur (2020).

Decision Making Skills

According to research on decision making processes, creating productive and prudent decisions is a challenging endeavor. The decision-making process refers to the act of choosing between two or more possibilities. Decisions can be made intuitively, rationally, or through a combination of the two. On a consistent basis, the individuals must focus on updating their decision-making abilities. To achieve this objective, they must be knowledgeable about the various measures, tactics, and options. The aspects that contribute to the development of decision-making abilities are gaining clarity in terms of situations and domains, determining

the individuals to be consulted, evaluating the decisions made, collecting pertinent information, and taking into account all the issues and uncertainties Albejaidi, Kundi & Mughal (2020).

Decision making is getting more attention so as to increase leadership effectiveness in organizations Busari, Mughal, Khan, Rasool & Kiyani (2017). Decision making is getting far more attention in business organization nowadays and was absent before. The increasing literature on decision making is of interest to health care organizations and their management figures are very interested to know more about decision making in the workplace Mukhezakule (2019). Decision making is clearly very important in organizations. The ability of professionals to be making effective decisions is very important in order to increase the quality of outputs. In order to have a good response to needs of the community, professionals in organizations must be competent and have very good decision-making ability Nicolaides (2019). Due to changes in technology, resources and needs of professionals require more autonomy, involvement in decision making, and professionals must be ready to adopt effective leadership styles which help them to solve problems of employees and their stakeholders as critical entities towards sustainability Khan et al. (2018).

Numerous considerations must be taken into account throughout the development of decision-making skills. These include producing clarity regarding the situations and locations, determining who should be consulted and involved in the decision-making processes, evaluating the decisions made, gathering important data, and taking into account all the uncertainties and obstacles. Individuals are able to contribute greatly to the development of decision-making abilities when they examine all of these factors. Possessing sufficient situational knowledge will lead to the growth of decision-making abilities. When only those with appropriate knowledge and understanding of several variables should be consulted, as only they will be able to provide helpful information. The decisions made must be evaluated.

The evaluation methods will assist the detection of flaws and inconsistencies and the deployment of enhancements. The gathering of relevant information is seen as a crucial aspect in the development of decision-making skills. This is a fairly evident point. Leaders can only make worthwhile and significant decisions when they are aware of all relevant factors and alternatives. In some circumstances, the decision-making process may be straightforward, whereas in others, one may confront hurdles and issues, and in yet other instances, doubt may arise. Individuals must be able to identify problems, obstacles, and unpredictability. These are

undesirable and considered significant impediments to the process of strengthening decision-making skills. Therefore, unpredictability and difficulties must be factored into the development of skills.

Inconsistencies, learn from experience, conduct experiments, obtain ideas and suggestions from others, and considering one's goals and objectives are the methods for enhancing decision making skills. Lack of knowledge, too many individuals, ineffective communication, and making hasty conclusions are the elements that impede the decision-making process.

Transparency

Transparency reveals three metaphors: transparency as a public value embraced by society to counter corruption, transparency synonymous with open decision-making by governments and nonprofits, and transparency as a complex tool of good governance in programs, policies, organizations, and nations. In the first metaphor, transparency is well interwoven with accountability. In the second, as transparency encourages openness, it increases concerns for secrecy and privacy. In the third, policymakers create transparency alongside accountability.

Transparency is the practice of sharing information openly and honestly with various stakeholders. Transparency can involve proving performance-related data to stakeholders, effective communication channels to employees. It is a quality or state of being transparent, which means clear and see through. Transparency in school builds trust and enhances reputation. Tech Target Transparency the quality of being seen through.

In the context of school, transparency is defined as the timely disclosure of all relevant information regarding the operations of the institution for the purpose of accountability to the external stakeholders. Transparency in education is about improving the learning outcomes for students by helping learners understand how and why teachers structure their instruction in specific formats.

Over the years, especially in the Watergate in the 1970s, new laws and administrative rules have given the public greater access to governmental information, increasing the accountability of civil servants, businesses and politician for their actions and making decisions more open Vaughn (2000).

Meanwhile creating a transparent school starts with a school's leadership, 'Leadership has to buy into the value of connectivity,' said Dr. JOE Mazza, director of connected teaching, learning and leadership. Transparency international which is a German registered association

founded in May 1993 by employees of the World Bank. With its purpose to combat corruption with civil society anticorruption measures and to prevent criminal activities arising from corruption. Transparency international is a global movement working in over 100 countries to end the injustice of corruption.

Transparency is a critical leadership attribute, it helps to build trust, and it is a prerequisite for building a constructive, high-performance culture. No matter what leadership identity you develop, one attribute that is evident in every great leader is transparency. This identifies individual differences in style and personality. As a new leader, you may think that one should be completely transparent, showing openness in everything he does, but not often the case. Instead, the key is to look at the merits of each situation to determine how much transparency is appropriate.

In as much as transparency is necessary, it is also important to know that confidential information should only be shared on a need to know basis. It is simply not appropriate to be transparent with everyone about everything. For instance, in good leadership there is privacy to the personal information of someone on the team, like their financial struggles or a mental health condition. While according to Mary; Ann Winkelmes, transparent teaching and learning activities share several things in common, they are transparent required learning activities and data.

The quality of education is highlighted by components such as: effectiveness, efficiency, equality, relevance and sustainability. In order to fulfill the quality components, a continuous improvement of the personnel is necessary. The human resource, also called "the most valuable asset" Maican (2007), it is one of the most important investments of an organization. The quality of Romanian education depends on the performance of its teachers, and the realization of an educational institution can be achieved by training teachers.

The education system, in order to be efficient, will have to focus on the quality of learning which refers to the learning of "maintenance" as the acquisition of fixed rules, methods and rules to deal with known and current situations and which stimulate the ability to solve problems given no longer nowadays, because the socioeconomic environment is very dynamic, and changes follow one another very quickly. For this reason, "maintenance" learning becomes insufficient and it is necessary to implement the type of learning based on innovation. A basic feature of innovative learning is anticipation, which involves an orientation that prepares for possible unforeseen events and considers long term future alternatives.

Another feature of innovative learning is the "participation", respectively the experimentation of various "roles", considering that the service and the function, the problems to be solved change during a lifetime and in the coming years they will change more and more" Botkin et al. (1981). For an education system to perform, it must provide a high-quality service to society. Quality in education and implicit performance depend on a number of factors as well (Commonwealth Secretariat, 2016) quality of entries (teachers, books, curriculum, etc.); process quality (learning experience, classroom interactions, school environment, etc.); quality results (skills developed, not just exam results). So far, most organizational scholarship has studied transparency and accountability from either a causal or a critical perspective (for recent reviews see Albu & Flyverbom (2019); Bernstein (2017).

Theoretical Frame Work

A theory is a logical related statement that explains an entire event of why something happens or exists. It is thus combination of logical concepts that show the relationship among variables in an attempt to explain a given phenomenon.

Alemnge F. L. (2021), describe the new secondary school syllabi that came into use in Cameroon in the 2014/2015 academic year superseding the syllabuses that had been in use in the past thirty years. The present syllabi have been created to reflect the national and international learning needs in terms of knowledge, know-how and attitudes. Cast in the competency Based Approach to teaching and learning, it draws from the vision of education contained in the education for all goals.

Leadership literature reveals that theories have been refined and modified with passage of time and none of the theory is completely irrelevant. As mentioned earlier, relevance depends on the context that it is applied. The type of leadership applied in functions entailing very high degree of precision, confidence level, sensitivity, care and technical expertise may be different than in simple management-oriented portfolios, as one that does not fit all heads Dess, & Picken (2000). It means that situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments remarkably impact the leadership concept thereby, making it commensurate to the changing organizational dynamics Amabile, Schatzel, Moneta & Kramer (2004).

Evolution of leadership

The concept of leadership has evolved and developed due to numerous organizational and environmental changes Alonderiene & Majauskaite (2016). Numerous researches have been carried out to assess the effects of leadership on the performance of organizations and how factors such as employee effectiveness, culture, satisfaction and motivation are influenced by various leadership styles Shaw & Newton (2014); Siddique, Aslam, Khan, & Fatima (2011); Yang & Islam (2012). Therefore, in today's complex business world one of the major concerns of organizations is motivating employees for initiative and cooperation so as to attain effective functioning Le Pine et al. (2002).

Leadership is emerged from the advent of social life. Leadership is often defined as the process of influencing a group towards the achievement of goals and directing the organization to make it more cohesive and coherent Bass (1997). Leadership is a social process that is highly complex. A leader carries out such a process by applying his/her leadership qualities like values, character knowledge, beliefs, ethics, skills, experience and culture. Also, leadership involves influence processes including determination of the groups objectives, motivating task behavior in pursuit of these objectives and influencing group maintenance and culture Yukl (1989).

Principals are the core of the school leadership. The administrative machinery of secondary schools in Cameroon revolves around them. Principals have faced scrutiny in recent educational policy debates over how to manage schools effectively due to growing interest in institutional quality and instructional leadership. It is not unreasonable to assume that the qualities of a good principal lead to effectiveness in school management, and therefore, principals must be reinforced with the skills, knowledge and attitude to cope with the rapid changes in education. Fritz Ndiva Mbua (2003) stated that training opportunities and professional development should be provided to principals to enhance their communicative, organizational and leaderships skills.

Meanwhile Burns (1978) defined leadership as "including followers to act for certain goals that represent the values and the motivations, the wants and needs, the aspirations and expectations of both leaders and followers.

Leadership is the accomplishments of a goal through the direction of human assistants, a human and social achievement that stems from the leader's understanding of his or her fellow workers and the relationship of their individual goals to the group's aim.

"If one's actions inspire others to dream more, learn more, do more and become more, he/ /she is a leader!" John Quincy Adams.

Leadership itself has not evolved but its understanding has. It is important to understand why different leadership styles can be effective, and why the same leadership technique swill not work in every situation and which leadership style suits an individual's personality.

John Quincy Adams was an American statesman politician, diplomat, lawyer and diarist who served as the sixth President of the United States. John Quincy Adams, eldest son of John and Abigail Adams, served as the 6th president of the United States from 1825 to 1829. He was born on July 11th 1767 in Braintree, Massachusetts, married to Louisa Johnson who was born in 1797. He was a federalist between 1792 to 1808.

He was the first president who was the son of a president. Surprisingly, Plymouth district elected him to the House of Representatives in 1830, where he served for the rest of his life as a powerful leader. In many aspects John Quincy Adams equaled the career temperament and the viewpoints of his illustrious father. While his father was in Europe, he became an accomplished linguist and assiduous diarist.

He became a lawyer after his graduation from Harvard College. At age 26 he was appointed Minister to the Netherlands, little promoted to the Berlin legation. Later, he was electric today United States Senate in 1802, 6 years later President Madison appointed him minister to Russia.

Again, serving under President Monroe, Adams was one of America's greatest secretaries of state. Also, he was considered the political heir to the Presidency in the political tradition of the early 19th century. Upon being president, Adams appointed Clay as secretary of state meanwhile the federal government brought sections together with a network of highways and panels which it developed and conserved the public domain, by using funds from sale of public lands.

In addition, Adams recommended the United States to take a need in the development of the arts and sciences through the establishment of a national University. In 1836 Southern congressman past a "gag rule" requesting that the house immediately put forward petitions against slavery. Adams fought the rule tirelessly for 8 years until he finally obtained its cancellation. Finally, he died on February 23 1848 after fighting for what he considered.

Qualities of an Effective Leader

The identification of a true leader it is not the title held, position but how many people are willing to follow them. Most effective leaders share a handful of qualities that make them efficient, trusted, and inspiring, as listed below:

- An unmatched ability to actively listen
- The foresight to take on work – and know when to delegate
- The ability to be flexible and adaptable – while also taking accountability
- A force when it comes to staying ahead of the curve
- An open-minded and clear-headed attitude
- An ability to empower and nurture others
- A clear and consistent focus on communication
- A high level of emotional intelligence
- Superior problem-solving skills
- General respect and empathy toward others

The celebration of the CPDM's 38th anniversary was a fanfare and reflective occasion in Akono as militants reassessed progress in anticipation of major future stakes.

In order to maintain the section's position as the heartbeat of the CPDM in the Mefou and Akono division, militants came out massively from all thirteen sub sections to celebrate and reaffirm their commitment.

For a section that has never faltered in its support for the CPDM and Paul Biya its National President, militants in the Mefou Akono South West section joined their counterparts nationwide to acknowledge the party's leadership and praise themselves for being a relevant part of the story. The celebration, chaired by the permanent Head of Department for the central committee and Minister of Women's Empowerment and the Family; Prof Marie Therese Abena Ondoa was also attended by brass of the party from the division.

The councilors and members of the senate new team were presented to the Minister before she left for the other subdivision.

➢ **Great man theory of leadership**

It suggests that some individuals are born with characteristics that naturally make them cute leaders. Where according to the view, leaders are born not made. Also, it suggests that leaders

assume authority when their leadership traits and needed. The historian Thomas Carlyle in 1847 stated in the best interests of the heroes that "universal history, the history of what man has accomplished in this world, is at the bottom of the history of the Great Men". The explorations for common traits of leadership.

The great man approach is a leadership perspective that sought to identify the inherited traits leaders possessed that distinguished them from people who were not leaders Daft (2018). It assumes that the capacity for leadership is intrinsic, that's great leaders, not made. The term "Great Men" was used because leadership was conceptualized as a single "great man" who put everything together and makes others to follow. The grits man theory was developed by Thomas Carlyle, who argued that history was a collection of the biographies of powerful men. This series against that great leaders are born and not made because they possess certain inherited traits, which has been debunked by modern research. According to this, one is either a natural born leader or not.

Some examples of historical figures often referred to as examples of Great Men include:

Martin Luther King: His leadership characteristics including his charisma and persuasive abilities as a civil rights leader who influenced in the fight for civil rights during the 1960s, cited as example of how innate traits contribute to leadership ability.

Mahatma Gandhi: He was the spiritual and political leader who let the successful movements for India's independence from the British rule. His vision, wisdom and resilience made him an inspiration in the fight for freedom in India and across other territories.

Abraham Lincoln: He was the 16th president of the United States who signed the emancipation proclamation and protected the union through the civil war.

> **Criticisms of the great man theory**

Although it was originally proposed in the 1800s, this theory is often criticized as lacking a scientific base, not considering environmental factors that often shape one's personality and philosophy of those often cited as great leaders, not being gender inclusive.

Hence, principals or School leaders who do not possess the inborn leadership traits, qualities would not impact teachers' ability towards effectiveness. Therefore, any secondary school that does not possess the school leader that influences its school environment by applying strategies in the teaching learning process there will be failure to achieve objectives in secondary schools.

> **Trait theory**

The trait theory also referred to as the 'great man theory' of leadership was first proposed by researcher Thomas Carlyle and developed by Gordon Allport in 1800s.

This theory is based on the reason that certain traits produce certain patterns of behavior, and people are born with leadership traits. According to this theory, some of the traits required for leadership include cognitive skills, initiative, and knowledge of the business energetic and self-driven. Montgomery Van Wart suggests that the basic idea of trait theory is that there are certain kinds of attributes that leaders have which improve the functioning of organizations as well as improving the state of the leader.

Meanwhile trait researchers developed list of characteristics that they believed were related to successfully leadership which included intelligence, creativity, self-confidence, emotional stability, ambition, perseverance and motivation.

A trait is a personality characteristic that meets some measures including: it must be stable, consistent and vary from person to person, meaning a trait can be defined as a stable characteristic that causes individuals to behave in certain ways. Trait theorists believe personality can be understood through the approach that all people have certain traits, or characteristic ways of behaving.

Examples of trait theory

Trait theories which is a psychological approach that seeks to identify the basic traits that make up human personality include the following;

Allport's trait theory was proposed buy a psychologist named golden airport in 1936 who founded one English language dictionary contains more than 4,000 words describing different personality traits. Where he later classified the traits into three levels namely:

Central traits: these are not as dominating as Cardinal traits, but they describe the key characteristics one might use to describe another person, such as shy, intelligence, honest.

Cardinal traits: They are the traits that dominate and ask scarce, often developing in the later life.

Secondary traits

These sometimes relate to attitudes which usually occur in particular situations. For instance: impatience on a line, anxiety.

Why Raymond Cattel reduced the number of main personality traits from Allport's list of 4,000 down to 171, by combining common characteristics. Later, Cattel further reduced his list to 16 keep personality traits among them are: dominance, reasoning perfectionism and self-reliance. According to him these16 major personality traits are the source of all human personalities. Whereas, Hans Eysenck's a British psychology developed a model of personality based on just three universal traits which are:

Transformational leadership theory

Transformational leadership as a theory is a process that changes and transforms people Northouse (2019a). This is a useful theory for this study to bring changes, many organizations and agencies that are helping organizations and individuals thoughtfully create changes within individuals and social systems. Transformational leadership as a theory helps the institutions to grow and produce satisfactory results in relation to teachers' issues. This transformational leadership theory is important to help leaders understand the needs of these individuals, needs that will create changes in their lives and work. Transformational leadership theory's ideas match with the leader's motivation to have vision, inspiration, and authenticity as role models to assist people who cannot assist themselves, people who are in need.

Transformational leadership distinguishes itself from the rest of the previous and contemporary theories, on the basis of its alignment to a greater good as it entails involvement of the followers in processes or activities related to personal factor towards the organization and a course that will yield certain superior social dividend. The transformational leaders raise the motivation and morality of both the follower and the leader House & Shamir (1993). It is considered that the transformational leaders "engage in interactions with followers based on common values, beliefs and goals". This impacts the performance leading to the attainment of goal.

According to Bass, transformational leader, "attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs". This theory confirms the Maslow (1954) higher order needs theory. Transformational leadership is a course that changes and approach targets on beliefs, values and attitudes that enlighten leaders practices and the capacity to lead change. The leader is asked to focus on followers' needs and input in order to transform everyone into a leader by empowering and motivating them House & Aditya (1997). Emphasis from the previously defined leadership theories, the ethical extents of leadership further differentiate the transformational leadership.

Transformational leaders are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change MacGregor Bums (2003). These types of leaders treat subordinates individually and pursue to develop their consciousness, morals and skills by providing significance to their work and challenge. These leaders produce an appearance of convincing and encouraged vision of the future. They are "visionary leaders who seek to appeal to their followers" better nature and move them toward higher and more universal needs and purposes MacGregor Bums (2003). Transformational leadership theory is a myriad style of leadership that focuses on change, on transforming people (e.g., refugee students as in the present study), and everything that motivates them to reach their goals; its goal is to develop followers into leaders, leaders' qualities, and helps them to understand their strengths and weaknesses, because good leaders are driven with models and commitments. Therefore, as a new leadership paradigm, transformational leadership has been the most popular theory in education because it focuses on research and gives more attention to the characteristic and effective elements of interest in charismatic leadership that tends to emphasize a fairly restricted range of issues Bryman (1993).

Through transformational leadership, relationships are fostered, many strategic planning sessions are created, team building activities and communication are implemented; this is what educational leadership needs. Refugee students need a good relationship with leaders (e.g., school officials, principals) to integrate in the community and to interact well with the other students. Bass and Riggio (2016) also believe that due to "relationships in organizations, institutions, a transformational leadership can be beneficiary to individuals and the organization".

At the meantime, Leke Tambe (2020) noted that, in-service education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. The higher the level of educational attainment by teachers, the higher the level of educational standard in the country. No wonder the national policy on Education (2014) asserted that no level of education can rise above the quality of its teachers.

In other words, the organization must adopt a concept of change, what Bass and Riggio (2016) called "qualitative change in performance". School officials should engage with other leaders

such as community leaders, church leaders, and others, to create a connection that raises the level of motivation and morality of these students. Mason et al. (2014) believed that leadership training should also be important to implement for leaders to be able to enhance their self-efficacy, their positive effect, and their ability to consider multiple perspectives to assist these refugee students.

Scholars began solidifying the transformational leadership theory between 1970s and 1980s. Transformational leadership theory was first proposed by Burns (1978) to distinguish those leaders with strong motivational relationship with their followers and subordinates and those who likely focus to create results.

Transformational leadership refers to leaders who seek to create ideas and new perspectives to create new parts of growth and prosperity with the primary goals to inspire growth instill confidence promotes loyalty in group members. By developing commitment, passion and loyalty among managers and staff, they organize organization's members to make fundamental changes in basis of the organization in other to be prepared and to be necessary couple abilities for moving in new directions and reaching higher ideal performance peaks Mirkamali et al. (2014).

Although teacher education is recognized world-wide as a key component in educational improvement efforts, the models and practices for producing teachers may differ from one country to another in terms of such factors as resources available, teacher supply needs in the schools, policy guideline and goals of training, and whether initial teacher education is monopolized by one institution or shared by many. This paper focuses on models and practices in initial secondary teacher education in Cameroon, Leke Tambo (1995).

According to Bass and Avolio, transformational leadership is a conscious, moral and spiritual process that provides development patterns for organization through a reliable equal power leadership. Again, transformational leaders explain organization's future prospects and provide the model consistent with the prospects, improve assistance of group goals, provide a white range of support for individuals in the organization and encourage them to pursuit organization's goals Mortazavi and Nikkar (2014).

In addition, transformational leadership helps and encourages followers to increase their capacity and serve actualization level to encourage team, group interests. A transformation leader induces while North house (2016) explains that leaders who have the ability to engage and influence others will be able to apply transformational leadership theory. He relates these

leaders with charisms, which he explains as a capacity to inspire others and justifies as necessary in order to forge dynamic relationships between leaders and followers.

While many scholars agree that transformation leadership can be very useful for educational systems that are changing into an era of globalization and multiculturalism, Lewis, Boston and Peterson (2017) note, globalization has shifted what is expected and necessary for educators to apply transformational leadership. Whereas both Thorne (2011) and Alsaeedi and Male (2013) examine how transformational leadership can be applied to educational systems that are experiencing major cultural and societal shifts. Meanwhile to successfully implement transformational leadership, it is necessary for school leaders to adopt certain behaviors and characteristics to facilitate collaboration with their colleagues.

So, if school leaders do not develop apply leadership Strategies it will be very difficult for collaboration to be enhanced posing a problem for decision to be made, directives to be communicated and followed. Therefore, making success difficult to be achieved in secondary schools.

Preparedness is also important for the successful implementation of transformational leadership. Valentine and Prayer (2011) focus on high school principals with the goal of understanding how principal preparedness impact the process of applying change, especially at high School level. Principals must also understand and recognize the type of behavior they should model so as to facilitate collaboration. Boberg and Bourgeois (2016) discussed that teachers' behavior will be influenced by leaders behavior, and they can be motivated inspired and encouraged by examples their leaders set.

When a leader portrays characteristics such as honesty, transparency, communicating well with teachers and the close to collaborators, admitting their errors and apologizing, keeping their promises, avoiding gossiping, such characteristics will definitely pull teachers towards him or her which will intend enhance communication, whereas if otherwise teachers will be scared, demotivated which will discourage them from working well.

The significance of transformational theory

It has the potential to consider everyone's goals in the process of change and reform, where the principals can prioritize the goals of teachers, and teachers can in turn consider the goals of their students and with collaboration of these groups with one another, they work harmoniously to establish the change they want to see. Leaders must be understandable of teachers needs and

support them where necessary, which invites teachers into the process and reminds them that they are a significant part of the school and its decision making. Again, transformational leadership involves students as well by positioning their needs as central to the vision and plants created by leaders and teachers.

Criticisms of transformational leadership

- Followers might be manipulated by leaders on there are chances starts they lose more than the gain.
- The theory is very difficult to be trained or taught because it is a combination of many leadership theories.
- It makes use of impression management and therefore lends itself to lack of moral sense

As a result, transformational leadership useful in improving school leadership practice, requires specific behaviors and characteristic. It therefore implies that principles and other school leaders require skills well suited for instructional leadership in order to establish principles in schools. If this is not implemented, it may cause teachers to minimize the principal, regard him as being laxed or indecisive where it will create laissez-faire in the school characterized by teachers and other staff doing their own things in their own time and way definitely leading to poor effectiveness of teachers posing a problem in the educational milieu.

Leadership Styles

Transformational Leadership

Transformational leadership as a theory is a process that changes and transforms people Northouse (2019). Transformational leadership as a theory helps the institutions to grow and produce satisfactory results, and this transformational leadership theory helps leaders understand the needs of these individuals, needs that will create changes in their lives. Transformational leadership theory's ideas match with the leader's motivation to have vision, inspiration, and authenticity as role models to assist people who cannot assist themselves, people who are in need.

Transformational leadership theory is a myriad style of leadership that focuses on change, on transforming people and everything that motivates them to reach their goals; its goal is to develop followers into leaders, leaders' qualities, and helps them to understand their strengths and weaknesses, because good leaders are driven with models and commitments. Therefore, as a new leadership paradigm, transformational leadership has been the most popular theory in

education because it focuses on research and gives more attention to the characteristic and effective elements of interest in charismatic leadership that tends to emphasize a fairly restricted range of issues Bryman (1993).

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In other words, the organization must adopt a concept of change, what Bass and Riggio (2016) called "qualitative change in performance". School officials should engage with other leaders such as community leaders, church leaders, and others, to create a connection that raises the level of motivation and morality of these students. Mason et al. (2014) believed that leadership training should also be important to implement for leaders to be able to enhance their self-efficacy and their positive effect.

Transformational Leadership Style

Transformational leadership links with positive outcomes on individual as well as organizational levels. Transformational leaders encourage followers to attain higher-order needs like self-actualization, self-esteem Bass (1985), and are influential in surging followers' motivation in the direction of "self-sacrifice and achievement of organizational goals over personal interests Bass (1995). Leaders with Idealized Influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking" Jung et al. (2008).

Inspirational Motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas, Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills.

Transformational leaders grade their relationships with followers very high in priority and demonstrate individualized consideration in meeting their needs for empowerment, achievement, enhanced self-efficacy and personal growth. Leadership styles, however, do not embrace all of the factors that influence innovation. As per Cummings, Midodzi, Wong, and

Estabrooks (2010), "leadership style alone could not be linked to patient mortality". Instead, the researchers examined that when the organization had associated and consistent organizational culture, patient mortality was on downward trajectory. Cummings et al., (2010) observed that regardless of style, "leaders who practiced relational and transformational styles had better quality outcomes than those who demonstrated autocracy".

Leadership has always been at the forefront of organizational research. Most research has focused on what constitutes a good leader, neglecting negative forms of leadership Tepper (2000, 2007); Schyns & Schilling (2013); Most research has focused on what constitutes Most research has focused on what constitutes Zellars, Tepper, & Duffy (2002). However, according to the principle that "bad is stronger than good" Baumeister, Bratslavsky, Finkenauer, & Vohs (2001), negative forms of leadership may be more influential than positive forms of leadership.

It is thus surprising that this area of research has been under investigated Hinkin & Schriesheim (2008); Judge & Piccolo (2004). Despite recent interest into destructive leadership Schyns & Schilling, (2013), more passive yet destructive forms of leadership such as laissez-faire leadership did not receive the same attention Che, Zhou, Kessler, & Spector, (2017). Passive forms of leadership, which include laissez-faire as the most extreme passivity of leaders, can still have detrimental effects on employees and organizations Hinkin & Schriesheim (2008); Kelloway, Sivanathan, Francis, & Barling, (2005); Skogstad, Einarsen, Torsheim, Aasland, & Hetland (2007). For example, laissez-faire leadership was found to be associated with reduced job satisfaction, leader effectiveness, satisfaction with the leader Judge & Piccolo, (2004), and performance Yammarino, Spangler, & Bass (1993). Similarly, a study Skogstad et al. (2014) found laissez-faire leadership to be the sole (negative) leadership predictor of job satisfaction over a 2-year period. However, despite being one of the most prevalent forms of negative leadership in modern organizations (Aasland, Skogstad).

Laissez-faire Leadership style

Laissez-faire leaders allow their followers to do what they want, as this style avoids autocratic leadership. In fact, it may be described as the absence of leadership. Even in case of serious problems, this type of leader avoids involving him/herself in them Bass & Riggio (2006). Consequently, laissez-faire leadership is not expected to have a positive effect on job satisfaction. Although teachers require external motivation to work effectively, laissez-faire leadership does not provide this motivational support. Therefore, motivational problems are inevitable and a detrimental effect on satisfaction.

Teachers are among the frailest workers and frequently need to be motivated and feel a sense of security, energy, and enthusiasm to do their job effectively. Keeping them in a good mood requires efficient leadership, as influential leadership can increase teachers' motivation, in turn, leading to greater job satisfaction. As an organization, effective leadership and job satisfaction are absolutely necessary if educational institutions are to survive in this competitive age. According to Northouse (2010), teachers satisfied with their job have higher levels of morale, inspiration, and enthusiasm. These qualities help teachers enhance their potentials.

In educational literature, teachers' job satisfaction levels have an affective relation with their roles as teachers. It also describes the perception of the desired and offered forms of teaching in the real world Papanastasiou & Zembylas (2005). There are two main components of teacher job satisfaction: job comfort and job fulfillment. Job comfort is the satisfaction level related to job conditions and circumstances. Job fulfillment is the extent to which an individual's personal accomplishments pertaining to meaningful aspects of his/her job come true Evans (1997). On the other hand, teachers' job satisfaction factors can be categorized as either intrinsic or extrinsic. Intrinsic factors of teachers are related to classroom activities with students Papanastasiou & Papanastasiou (1998). Extrinsic factors, however, are associated with teachers' salaries, school principals' support, teaching resources, work load, and extra-curricular assignment expectations Thompson, McNamara, & Hoyle (1997).

In addition, leadership behaviors (such as initiating structure and consideration, creating positive atmosphere at work, providing stability in work, good relations with the followers, efficient management) have a profound and consistent influence on employees' job satisfaction levels Palupi, Cahjono, & Satyawati (2017); Sypniewska (2013); Qasim, Cheema, & Syed (2012); Hayta (2007); Griffin & Bateman, 1986; Steers & Rhodes, 1978). In the same manner, leaders' behaviors and school working conditions influence teachers' job satisfaction Toropova, Myrberg, & Johansson (2020); Lytle (2013); Bursalıoğlu (2010); Bolin (2007); Bogler (2001); Dinham & Scott (2000); Ostroff (1992); Morris & Sherman (1981).

The educational organization that is constantly looking for performance must know how to combine differences, to develop innovation and, especially, to coordinate the complexity of human relations. Reported to the teacher-manager, the quality of education becomes during the course, of motivation, of the leadership of the school organization management. What is essential is that quality must not only be pursued, controlled but produced, created, generated - so ensured in and through the respective processes. Quality education aims to continuously improve performance. Given the pace of social change, lifelong learning, innovation and

continuous development are becoming fundamental principles of the functioning and development of school institutions. The leadership of the school organization with leadership skills will be able to influence the performance and quality of education by sharing the vision with others and by the ability to motivate members of the organization to follow it.

School has been transformed into a learning organization which needs to be well structured and to renew itself continuously taking into account its present and future needs. Leadership is the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Perhaps, the most prevalent finding one can draw from the above is that practices such as motivations of educators, good planning, and use of appropriate instructional materials in the work settings, organizational commitment and students 'assessment are only some of the strategies for teachers' effectiveness.

Advocates of transformational leadership have confidence in that the arrangements of the past should not be the guide for the future. They believe that successful transformational leaders create clear and compelling visions for the future. The transformational leaders focus their energies on vision, long-term goals, aligning and changing systems and developing and training others, Bass highlights that such leaders show transactional behaviors as well. He emphasizes that great men were born, not made. However, subsequent events unfolded that this concept of leadership was morally flawed, as was the case with Hitler, Napoleon, and the like, thereby challenging the credibility of the Great Man theory.

Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic. These styles of leadership were telling others what to do (autocratic), incorporating others in conceptualizing, planning and implementation (democratic) and giving complete freedom of action with little or no direction to others (laissez-faire). The servant leader focuses on the needs of the follower and helps them to become more autonomous freer and knowledgeable". For good work, positive support could be exchanged, merit pay for promotions, increased performance and cooperation for collegiality. As per Bass, transformational leader, "attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs".

Leadership factors are considered to be strongly influential concerning teachers' empowerment. What is quite interesting too is that, according to the literature provided, transformational leadership seems to include all the appropriate practices that strongly influence teachers' effectiveness. However, regardless of the leadership model employed, this could be effective if the appropriate procedures are applied.

CHAPTER THREE

METHODOLOGY

This section tackles the methods, procedures and techniques involved in the collection and analysis for the better understanding of leadership strategies in selected secondary schools. The following subheadings will be examined.

Research design and methodology
Area of study
Population of the study
Sampling technique
Instrumentation and administration of instruments
Method of data analysis

Research Design

Research design is a plan which specifies how data should be collected and analyzed. The researcher used the survey design. A survey design is one in which a group of people are studied by collecting and analyzing data from few members of the group that is considered to represent the entire population. The design is appropriate as meaningful information was collected and analyzed through the use of questionnaires and interview guides were also administered where opinions of respondents were sought.

Area of Study

The area of study is Mbankomo Sub Division, Ngoumou subdivision and Akono subdivision in Mefou and Akono Division in the Centre Region of Cameroon. This area was chosen by the researcher because it has the qualities the study requires and the researcher is reversed with the area.

Geographically, the researcher is delimited to six Secondary Schools, two in each Sub Division among the three mentioned above in Mefou and Akono division in the Centre Region of Cameroon.

This is limited to principals and teachers only of the following selected schools:

GBHS Mbankomo

Bright Future Nomayos

GTHS Ngoumou

GBSS Ngoumou

GBHS Akono

Minor Seminary Akono

Contextually, the study is limited to the leadership strategies and its effects on teachers' effectiveness in selected secondary schools.

Population of the Study

According to Shukla, (2020), research population is a set of all the units (people, events things) that possess variable characteristics under study and for which the findings of the research can be generalized. A population determines the limit within which the findings are applicable. The population of this study consists of male and female principals and teachers in the selected secondary schools of the six secondary schools in Mbankomo, Ngoumou and Akono subdivisions: four government schools, a lay private school and a mission School. The target population is made up of principals and teachers of the chosen schools. The number of teachers in the four government secondary schools is 330, the mission and private is 70 teachers and principals making a total population of 400 teachers for the six Schools.

Sample Size

Onen (2020), remarked that, a sample is selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). A sample size is a size of population. The sample of this study is 234 teachers and six principals calculated using a design effect of 1.2 prevalence of 50% for a good sample size in respect to the six accessible schools, confidence interval 95% and acceptable margin error 5%. The sample size estimation was done using the support of epistemology information 7.0 which has an inbuilt formula for the estimation of sample size for survey and experimental studies.

Sampling Technique

Sampling technique is the manner in which an appropriate sample is selected for the wider study Bryman (2012). The researcher adopted the simple random technique for the research. This sample that was drawn from the accessible population of 234 teachers and six principles from Mbankomo, Ngoumou and Akono subdivisions respectively. In order to achieve this objective, the researcher wrote the names of schools from the population out of 22 secondary schools written on pieces of papers rolled and put in a basket.

A student was called up to pick a paper randomly and the name of the school written down. This was done over and over until the required number of schools were selected. In these schools, all the six principals were selected and 234 teachers in the public schools, mission and Lay private schools making a total of 240 respondents.

Data Collection

That's a collection is defined as the process of grading and measuring information on targeted variable in an Enterprise systematic fashion, which then enables want to answer relevant questions and evaluate outcomes.

Sources of data

This involves all the instruments and methods employed in the process of data collection and the sources from which the data was got. This involved two sources namely:

Primary Data

Primary data is that which never existed before; thus, it was never previously published. Primary data is collected for a particular purpose, which implies that they are critically analysed to find answers to research questions Saunders, et al. (2012). Primary data is obtained mainly from observation of processes, events of variables of research situation including performance and response to the questionnaire, giving rise to another source known as the secondary source.

Secondary sources

The data here stems from the processing of primary sources that was carried out and published by previous researchers. According to Saunders, et. al (2012), secondary data is the type that has been previously published in magazines, newspapers, videos, books, online portals and others. The researcher also exploited books, internet, TV interviews, and dissertations in the library to collect data for this study.

Research Instruments

In research, the instrument is any device that enables the researcher to systematically collect the data such as questionnaire, interview guide, observation or focus group.

The instruments used are the questionnaire for teachers and interview guide for principals. The questionnaire was designed by the researcher using the research questions on the hypothesis as guide for its construction it was constructed using a likert scale requiring opinions to responses such as: strongly agree, agree, disagree and strongly disagree for all questions. The questionnaire consisted of 35 questions 234 for the teachers and six interview guides for the principals.

The Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. In this study, she employed the questionnaire.

The Interview Guide

According to Eva & Jeanne (2015). An interview guide is a document that provides interviewers with structured interviewing best practices. It is a list of the topics and questions an interviewer plans to cover during an interview with a job candidate or other industry interviewee. The interview guide serves many purposes; including ensuring that the interviewer covers every topic obtains the necessary detail about the topic.

Validation of Research Instruments

The validation was done by the supervisor of this work the researcher constructed the questionnaire and interview guides presented them to the supervisor who went through them make necessary corrections amendments contributions aunt adjustments where he didn't necessary after all corrections and adjustments affected the perfect question is we distributed to some teachers and the interview guide given to the principals as well for preparation against the interview.

Reliability of Analysis

Table 1 : Classification of Cronbach Alpha Coefficient(r)

No	Cronbach Alpha Coefficient(r)	Judgment
1	More than 0.9	Excellent
2	0.80-0.90	Good
3	0.70-0.79	Acceptable
4	0.6-0.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Source: Khairul, Ismail, and Saleh, (2018)

The normal range of the coefficient alpha values is between 0.00 and +1, the higher the value the better the internal consistency. Low Alpha is considered as problematic. The reliability statistics is presented on the tables below.

Table 2: Table: Reliability Analysis Report for Questionnaire

Variables	Cronbach Alpha Coefficients	Variance	No of items
Integrity	0.886	0.046	7
Effective communication	0.895	0.036	7
Decision-making	0.866	0.037	7
Transparency	0.730	0.032	7
Teachers' effectiveness	0.861	0.015	7
Overall reliability analysis value	**0.848**	**0.033**	**35**

Source: Khairul, Ismail, and Saleh, (2018)

The internal consistency of teachers was satisfactory for all the sub-variables with the coefficient values ranging from 0.730 to 0.895. The overall coefficient value of the questionnaire is 0.848 above the recommended threshold of 0.7. The low variances imply that teachers do not differ much in their opinion. Based on this, it was concluded that the students are consistent in their responses which makes the questionnaire reliable for the study. (Detail reliability statistics per item is presented on appendix).

Administration of Research Instruments

The researcher went to the six selected schools and got authorization letters from some principals and vice principals to enable her administer the questionnaires to the teachers She took time to explain to the teachers the questions and how they were to answer. In some other schools the vice principals took charge to administer the questionnaires to the teachers within two weeks where the researcher was told to pass and collect response later Meanwhile in some schools she was asked to drop the pack of questionnaires and collect feedback later whereby she continued therein by receiving authorization to move within classrooms and offices and administer. Regarding the interview guides the researcher was asked if she thought it would be easy for principals to respond to the interview. She then thought it wise to drop the question guides so as to enable the principals get ready easier and call her up for it. The researcher had to go severally to schools to see if it was possible for the interview to be conducted but it was not the case. Nevertheless, she persisted where she even proposed as a last resort, pleaded with the principals to respond at their leisure time and send via a voice text. Finally, the researcher successfully had interview with three principals out of six. Transcriptions were made from the interview guides from the three (3) respondents a, b and c respectively.

Method of Data Analysis

The data collected from the field was first processed using an Excel Spreadsheet to key in all the participants' responses in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering. The questionnaires were also assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure easy tracing of participants' individual responses if need arises. After the data were completely entered for all the participants, the data based were exported to SPSS version 27 for further consistency, data range and validation checks with the purpose to first identify invalid codes (data cleaning) with the aid of exploratory statistics.

After the data were thoroughly checked for possible errors, the quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentages, mean and standard deviation and multiple responses set which aimed at calculating the summary of findings for each variable for a quick comprehension of

the overall findings. The mean was also calculated to better appreciate principals' integrity, communication, decision-making, transparency, and teachers' effectiveness.

In testing hypotheses of the study, the Spearman's rho correlation test was used because the data for all variables were not approximately normally distributed to permit the use of Pearson parametric correlation test applicable only for data that are approximately normally distributed. To test for the normality assumption of the data, advanced inferential statistical test (Kolmogorov-Smirnov test) was deemed reliable over Shapiro Wilk-test because the sample size is above 30. Testing for normality assumption for every data that require the use of correlation statistics is very important to avoid committing type 1 or 2 hypotheses error. This is imperative because in many instances, statistical output for Pearson test and Spearman's rho test is different and sometimes, they give opposite results. Thus, test for normality assumption of the data enable the use of appropriate statistical test.

Table 3: Shows names of schools including teachers and principals; male and female

		Teachers and principals		No
No	**Schools**	**M**	**F**	
01	G B H S Mbankomo	26	3o +1	57
02	Bright Future Nomayos	20 +1	18	39
03	G.T.H.S Ngoumou	92 +1	60	153
04	G.B.S.S. Ngoumou	28	30 +1	59
05	G.B.H.S Akono	32 + 1	28	61
06	Minor Seminary Akono	21+1	9	31
Total				**400**

Table 4: Shows number of questionnaires given and received

School	Number given	Number returned
G.B.H.S Mbankomo	57	40
Bright Future Nomayos	39	30
G.T.H.S Ngoumou	153	58
G.B.S.S Ngoumou	59	32
G.B.H.S Akono	61	31
Minor Seminary Akono	31	30

Table 5: Test for Normality Assumption Trend of Data

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Integrity	.081	221	.001	.969	221	.000
Effective communication	.097	221	.000	.981	221	.004
Decision-making	.101	221	.000	.977	221	.001
Transparency	.086	221	.000	.967	221	.000
Teachers' effectiveness	.076	221	.004	.973	221	.000
a. Lilliefors Significance Correction						

As discussed earlier, the data from the test of normality revealed that all data significantly deviate from the normal distribution curve (p-value < 0.05). For data that do not significantly deviate from the normal distribution curve, the p-value is greater than 0.05. Consequently, the use of a Spearman's rho non-parametric test was wholly appropriate to test the study hypotheses.

Analysis of Qualitative Data

Qualitative data collected from some parents were first transcript into textual data. During this process, all audio records were carefully listened, and the responses of the participants were typed word verbatim. Thereafter, the transcript data were analysed using the process of thematic analysis whereby concepts or ideas were grouped under umbrella terms or key words with the support of Atlas Ti 5.2 Atlas Ti GMBH (2006). In this context, single words, clauses and sets of words or phrases were used to developed themes which emanated directly from the participants' statements. In other words, there were no initial developed themes as they were

generated following the standard process of thematic analysis. Themes were further elaborated to through more meaning to them using theme description.

Themes or codes were deduced for every statement. During the coding it was assumed that any theme that emerged at least once was relevant. The existence of themes was therefore considered more important than frequency or grounding. After taking the generalization of themes into consideration, a translation rule was created to allow the streamlining and organization of the coding process so that what was being coded is necessary. This stage enabled the defining of the meaning of every word/theme, and what they stood for to know where to code each statement. During the analysis and to satisfy the requirement, all the themes were described and backed by their related quotations on the thematic tables. Finally, the findings were presented using thematic tables, frequency distribution tables, and on pie charts.

Decision rule for Testing Hypotheses

The null hypothesis is accepted with the rejection of alternative hypothesis if the calculated *p*-value is greater than the 0.05, the error margin and the alternative hypothesis is accepted with the rejection of the null hypothesis if the calculated p-value is less than the 0.05, the error margin.

A conceptual formula for Cronbach Alpha is as follow:

$$\& = \frac{k}{k-1}\left[1 - \frac{\sum Items\ variances}{Scale\ variance}\right]$$

Where $\&$ = Cronbach Alpha

   K= number of items

Formula for calculating Percentage $(\%) = \frac{Frequency\ count\ (n)}{Total\ number\ of\ persons\ (N)} \times \frac{100}{1}$

Mean $= \frac{\sum fx}{\sum f}$

Where= $\sum$=summation

F= frequency

X=value

Standard deviation $= \sqrt{\frac{\sum fi\ (xi-\bar{x})^2}{\sum fi}}$

$$\bar{x} = mean$$

Kolmogorov One Sample Test= D (KS)= Maximum\$F_o(x)$-$F_r$ (X)|

Where =

F_o(x)= Observed cumulative frequency of a random sample of n observations and

$F_o(x)=\frac{k}{n} = No.\,of\,observations\ \leq X)/\,(Total\,no.\,of\,observations)$

$F_r(X)$= The theoretical frequency distribution.

Spear's man rho $= 1-\frac{6\varepsilon D^2}{N(N^2-1)}$

$\sum$=Summation

D=difference in rank

N=Number of observations

Chi-square=$\sum\frac{(O-E)^2}{E}$

Where:

$\sum$=Summation

E=Expected frequency

O=Observed frequency

Formula to calculate Multiple Response Set (MRS):

For the conceptual component having X labelled $X_1, X_2, X_3, ...X_i$ indicators and the study having a sample size N, using a Likert Scale at four levels L1, L2 and L3, MRS can be computed for each of the Likert scale levels following the steps described on the table below.

Table 6: Mathematical Expression Used for Calculating Multiple Response Set

Conceptual Component		L1	L2	L3, etc.	N
X_1		$n_{L1}\,X_1$	$n_{L2}\,X_1$	$n_{L3}\,X_1$	$N\,X_1= n_{L1}\,X_1 + n_{L2}\,X_1+ n_{L3}\,X_1$
X_2					$N\,X_2$
X_3					$N\,X_3$
X_4					$N\,X_4$
X_5					$N\,X_5$
X_6					$N\,X_6$
X_7		$n_{L1}\,X_7$	$n_{L2}\,X_7$	$n_{L3}\,X_7$	$N\,X_7$
Aggregate (MRA)	$n_{responses}$	$n_{L1}\,X_1 + ... + n_{L1}\,X_7$	$n_{L2}\,X_1 + ... + n_{L2}\,X_7$	$n_{L3}\,X_1 + ... + n_{L3}\,X_7$	$N_{responses}= \Sigma\,(n_{L1}\,X_1 + ... + n_{L1}\,X_7) + (n_{L2}\,X_1 + ...+ n_{L2}\,X_7) + (n_{L3}\,X_1 + ...+ n_{L3}\,X_7)$
	%	$(n_{responses}L1 / N_{responses})*100.$	$(n_{responses}L2 / N_{responses})*100.$	$(n_{responses}L3 / N_{responses})*100.$	% L1 + %L2 + %L3=100.0 %

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter presents findings of the study from data successfully collected from 221 teachers and 6 principals. The findings are presented based on the specific research questions stated in chapter one and hypotheses tested. All statistics are presented at 95% confidence interval.

Demographic Information

Table 7: Demographic Information of Teachers

Demographic information		Frequency	Percentage
Gender	Male	100	45.2
	Female	121	54.8
Experience	0-10 years	86	38.9
	11-20 years	115	52.0
	21 years and above	20	9.0
Qualification	Certificate	9	4.1
	Diploma	31	14.0
	Bachelor's Degree	154	69.7
	Master's Degree	27	12.2
	PhD	0	0.0
Age	25-35	49	22.2
	36-45	117	52.9
	46 and above	55	24.9

n=221

Among the 221 teachers sampled, 54.8% (121) were female and 45.2% (100) were male. Moreover, 52.0% (115) of teachers have worked for 11-20 years while 38.9% (86) have worked for 0-10 years and 9.0% (20) for 21 years and above. Many of the teachers 69.7% (154) were teaching with bachelor's degree as their highest qualification, while 14.0% (31) had Diploma, 12.2% (27) master's degree and none had PhD. Finally, by age range, 52.9% (117) of teachers fall within the age range of 36-45 years, 24.9% (55) were 46 years and above and 22.2% (49) were 25–35-year-old.

Findings

The presentation of findings began with the dependent variable before presentation of the independent variables that constitute the different research questions. The reason behind this approach was to avoid presentation of hypotheses results between the independent and

dependent variable while descriptive result of the dependent variable is at the end of the chapter. Therefore, it was logical to present descriptive findings for both variables before inferential findings.

Table 8:Teachers' Effectiveness

Items	Stretched				Collapsed		Mea n	Std. Dev
	SA	**A**	**D**	**SD**	**SA/A**	**D/SD**		
All teachers have a good relationship with the students.	80 (36.2%)	75 (33.9%)	37 (16.7%)	29 (13.1%)	155 (70.1%)	66 (29.9%)	2.93	1.027
All teachers have a mastery of subject matter.	45 (20.4%)	115 (52.0%)	36 (16.3%)	25 (11.3%)	160 (72.4%)	61 (27.6%)	2.81	.888
All teachers use teaching aids and techniques in presenting lessons.	50 (22.6%)	76 (34.4%)	53 (24.0%)	42 (19.0%)	126 (57.0%)	95 (43.0%)	2.61	1.037
All teachers are committed to their job.	46 (20.8%)	62 (28.1%)	67 (30.3%)	46 (20.8%)	108 (48.9%)	113 (51.1%)	2.49	1.043
All teachers are always punctual.	25 (11.3%)	47 (21.3%)	80 (36.2%)	69 (31.2%)	72 (32.6%)	149 (67.4%)	2.13	.983
All teachers practice effective classroom management.	28 (12.7%)	76 (34.4%)	59 (26.7%)	58 (26.2%)	104 (47.1%)	117 (52.9%)	2.33	1.003
All teachers cover the syllabus on time.	40 (18.1%)	48 (21.7%)	68 (30.8%)	65 (29.4%)	88 (39.8%)	133 (60.2%)	2.29	1.077
Multiple Response Set	**314 (20.3%)**	**499 (32.3%)**	**400 (25.9%)**	**334 (21.6%)**	**813 (52.6%)**	**734 (47.4%)**	**2.51**	**1.008**

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, Std. Dev= Standard deviation, ** Items with reversed coding

In aggregate, 52.6% of teachers indicated that teachers are effective while a significant proportion of them 47.4% denied. The overall mean of 2.51 below 3.0 on a scale of 1-4 implies that teachers' effectiveness is not high. Specifically, 72.4% (160) of respondents confirmed that all teachers have mastery of subject matter while 27.6% (61) disagreed. Similarly, 70.1% (155) of teachers agreed that all teachers have good relationship with students while 29.9% (66) disagreed. Findings also revealed that 57.0% (126) of respondents agreed that all teachers use teaching aids and techniques in presenting lessons while a significant proportion of them 43.0% (95) disagreed. Similarly, while 48.9% (108)

of respondents indicated that all teachers are committed to their job, more of them 51.1% (113) disagreed. Moreover, more of teachers 67.4% (149) said not all teachers are punctual while 32.6% (72) said they are punctual. On a similar trend, more respondents 60.2% (133) indicated that not all teachers cover their syllabus on time while 39.8% (88) said they complete syllabus on time. Finally, while 47.1% (104) of respondents indicated that all teachers practice effective classroom management, more of them 52.9% (117) disagreed. The overall finding is also presented on the figure below.

Figure 2:Appraisal of Teachers' Effectiveness
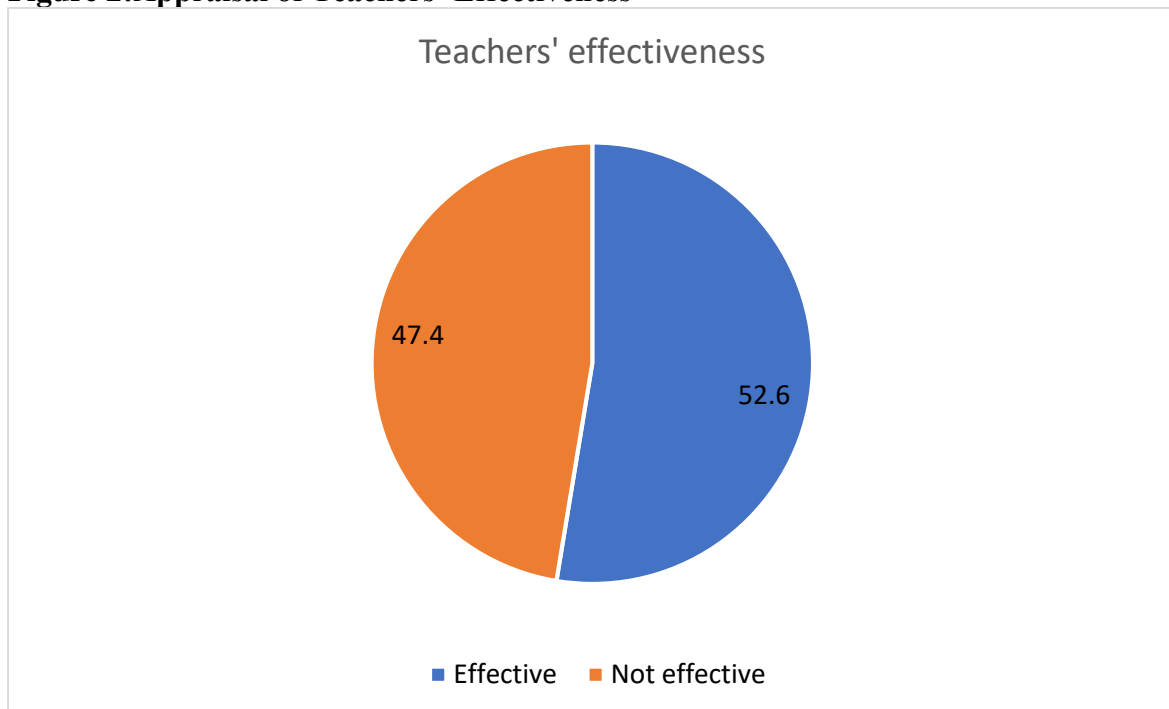
Research Question One: To what extent does integrity influence teachers' effectiveness?

Table 9:Teachers' Opinion on Principals' Integrity

Items	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
The principal avoids conflict of interest.	142 (64.3%)	71 (32.1%)	0 (0.0%)	8 (3.6%)	213 (96.4%)	8 (3.6%)	3.57	0.681
He ensures that decisions are based on merit.	76 (34.4%)	113 (51.1%)	13 (5.9%)	19 (8.6%)	189 (85.5%)	32 (14.5%)	3.11	0.859
He treats others with kindness, dignity, and empathy.	88 (39.8%)	82 (37.1%)	40 (18.1%)	11 (5.0%)	170 (76.9%)	51 (23.1%)	3.12	0.876
He acknowledges mistakes and seeks to improve upon them.	75 (33.9%)	91 (41.2%)	33 (14.9%)	22 (10.0%)	166 (75.1%)	55 (24.9%)	2.99	0.944
He avoids inappropriate jokes.	79 (35.7%)	77 (34.8%)	28 (12.7%)	37 (16.7%)	156 (70.6%)	65 (29.4%)	2.90	1.072
He has respect for confidentiality.	104 (47.1%)	88 (39.8%)	21 (9.5%)	8 (3.6%)	192 (86.9%)	29 (13.1%)	3.30	0.788
He is dependable.	81 (36.7%)	93 (42.1%)	28 (12.7%)	19 (8.6%)	174 (78.7%)	47 (21.3%)	3.07	.914
Multiple Response Set	**645 (41.7%**	**615 (39.8%)**	**163 (10.5%)**	**124 (8.0%)**	**1260 (81.4%)**	**287 (18.6%)**	**3.15**	**0.876**

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, Std. Dev= Standard deviation

In overall, 81.4% of teachers indicated that their principal has self-integrity while 18.6% perceived their principal to lack self-integrity. The overall mean of 3.15 above 3.0 and not up to 3.5 on a scale of 1-4 implies that principal integrity is not very high. Specifically, 96.4% (213) of teachers confirmed that their principal avoids conflict of interest while 3.6% (8) disagreed. Similarly, 86.9% (192) of teachers said their respect confidentiality while 13.1% (29) disagreed. Moreover, 85.5% (189) of teachers said their principal take decision based on merit while 14.5% (32) disagreed. Furthermore, 78.7% (174) of respondents said

their principal is dependable while 21.3% (47) disagreed. Moreover, 76.9% (170) of respondents said their principal treat others with kindness, dignity, and empathy while 23.1% (51) disagreed. Again, 75.1% (166) of respondents agreed that their principal acknowledges mistake and seek to improve while 24.9% (55) disagreed. Finally, 70.6% (156) of respondents said their principal avoid inappropriate jokes while 29.4% (65) disagreed. The overall finding on principals' integrity is also presented on the figure below.

Figure 3: Integrity by Principals
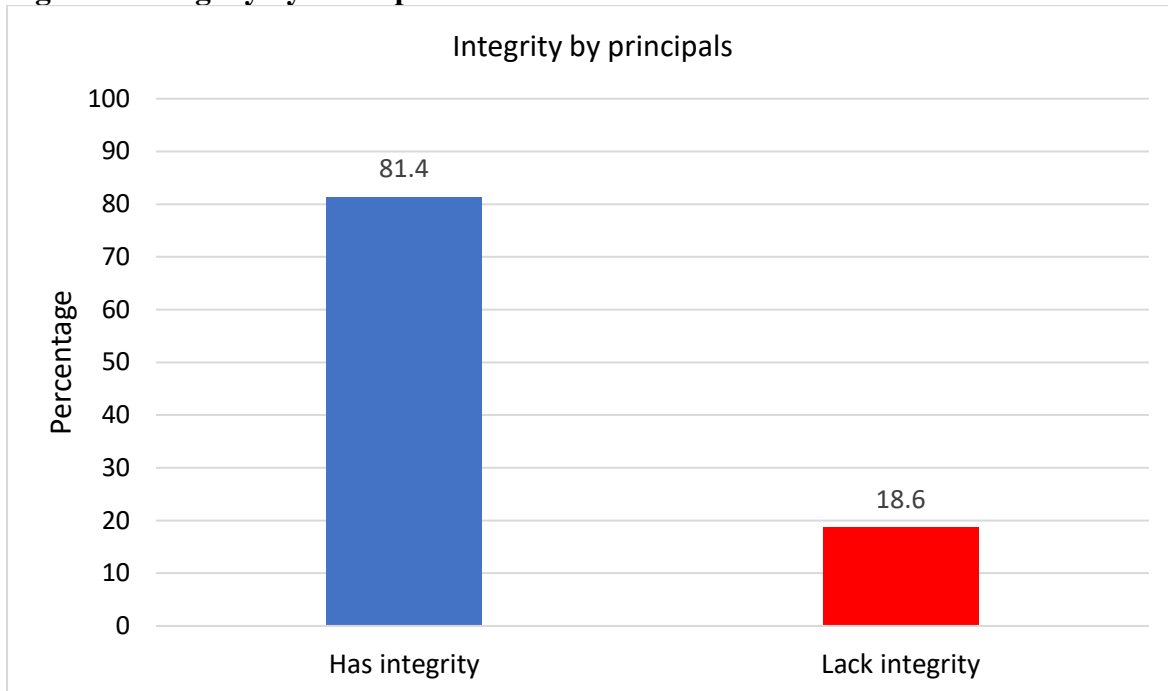
Testing of Hypothesis One

Ho$_1$: There is no significant influence of principals' integrity and teachers' effectiveness.

Ha$_1$: There is a significant influence of principals' integrity and teachers' effectiveness.

1a) Integrity means adhering to and upholding strict morals values or ethical codes

   Yes, integrity can affect teacher's effectiveness in that a teaching demands moral values that must be respected.

b) Absolutely teachers with integrity set a positive example for students. They are earnest about their mistakes, fare in their grading and committed to their student's success which builds trust and respect in the classroom creating a more condusive environment for learning.

c) Integrity in a word means avoiding behaviours that degrade human character yes integrity affects teachers 'effectiveness in that, when a leader behaves well, teachers look up to him as a model.

Table 10: Relationship between Principals' Integrity and Teachers' Effectiveness

		Principals' integrity	Teachers' effectiveness
Spearman's rho	R-value	1	0.186**
	p-value	.	0.006
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that principals' integrity has a significant and positive relationship with teachers' effectiveness (R-value 0.186**, *p*-value 0.006 < 0.05). The positive nature of the correlation value implies that teachers are more likely to be effective when principal integrity high and are more likely to be less effective when principal integrity is low. Therefore, the hypothesis that states there is a significant relationship between principals' integrity and teachers' effectiveness was accepted.

Research Question Two: How relevant is communication to teachers?

Table 11: Teachers' Opinion on Communication by Principals

Items	Stretched				Collapsed		Mean	Std.
	SA	A	D	SD	SA/A	D/SD		Dev
Your principal has a voice in matters that concern him.	128 (57.9%)	65 (29.4%)	15 (6.8%)	13 (5.9%)	193 (87.3%)	28 (12.7%)	3.39	0.855
Only certain teachers are allowed to express their opinions in staff meetings**.	31 (14.0%)	69 (31.2%)	33 (14.9%)	88 (39.8%)	100 (45.2%)	121 (54.8%)	2.81	1.113
He usually uses the social networking site to communicate with teachers.	81 (36.7%)	91 (41.2%)	26 (11.8%)	23 (10.4%)	172 (77.8%)	49 (22.2%)	3.04	0.950
The relationship he has with teachers makes it easy to talk to them whenever need arises.	90 (40.7%)	96 (43.4%)	23 (10.4%)	12 (5.4%)	186 (84.2%)	35 (15.8%)	3.19	0.833
He tends to feel as though his ideas are more important than those of teachers. **	28 (12.7%)	83 (37.6%)	56 (25.3%)	54 (24.4%)	111 (50.2%)	110 (49.8%)	2.62	0.992
He is always versed with current issues.	87 (39.4%)	84 (38.0%)	35 (15.8%)	15 (6.8%)	171 (77.4%)	50 (22.6%)	3.10	0.904
He expresses himself clearly.	77 (34.8%)	88 (39.8%)	24 (10.9%)	32 (14.5%)	165 (74.7%)	56 (25.3%)	2.95	1.019
Multiple Response Set	**605 (39.1%)**	**513 (33.2%)**	**275 (17.8%)**	**154 (10.0%)**	**1118 (72.3%)**	**429 (27.7%)**	**3.01**	**0.953**

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, Std. Dev= Standard deviation, ** Items with reversed coding

In aggregate, 72.3% of teachers indicated that their principal communicates effectively while 27.7% did not. The overall mean of 3.01 above 3.0 and not up to 3.5 on a scale of 1-4 implies that communication by principals is not very high. Specifically, 87.3% (193) of teachers indicated that their principal has a voice in matters that concerns him while 12.7% (28) disagreed. Similarly, 84.2% (186) of teachers agreed that they easily relate with their principal due to their relationship while 15.8% (35) disagreed. Also, 77.8% (172) of teachers indicated that their principal uses social networking site to communicate with teachers while 22.2% (49)

disagreed. Moreover, 77.4% (171) of teachers opined that their principal is always versed with current issues while 22.6% (50) disagreed. Also, 74.7% (165) of teachers said their principal clearly expresses his or herself while 25.3% (56) denied. Finally, 54.8% (121) of teachers indicated that they are allowed to express their opinion in staff meetings while 45.2% (100) denied. The overall finding is also presented on the figure below.

Figure 4: Communication by Principals
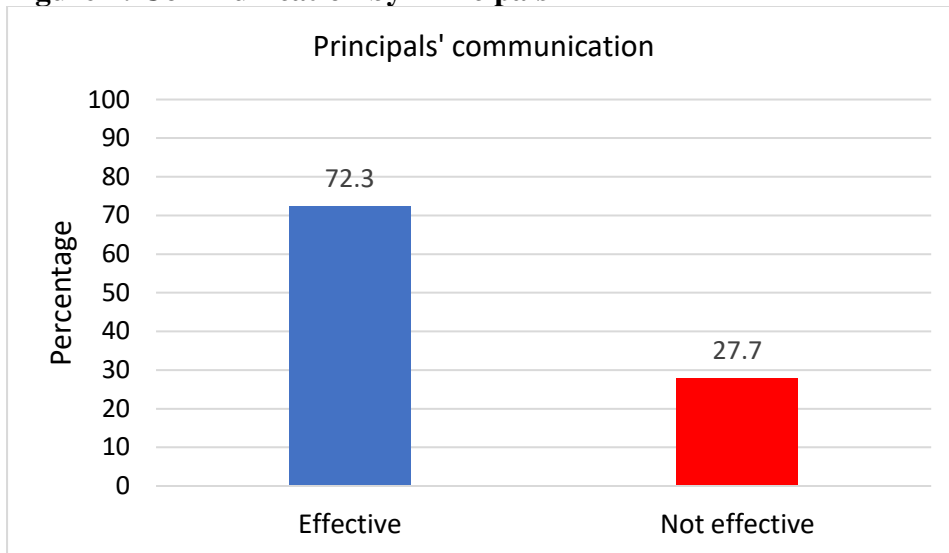
Testing of Hypothesis Two

Ho$_2$: There is no significance of effective communication by principals and teachers' effectiveness.

Ha$_2$: There is a significance of effective communication by principals and teachers' effectiveness.

2a) This is when ideas, opinions and thoughts are exchanged in a way that the message is received and understood clearly.

Listening makes the person speaking to you at ease, it enables you understand better and enhances your ability to discern truth.

b) Effective communication is a 2-way strip. It involves clearly and concisely conveying your message while actively listening an understanding the other person's perspective. It's

about tailoring your communication style to the audience and ensure everybody feels heard and respected. It fosters collaboration, build trust and minimizes misunderstanding.

Active listening is even more important than speaking it allows you to identify the other person's point of view, identify their need and respond appropriately it involves paying close attention, asking clarifying questions, showing non-verbal cues that demonstrate your views listening, it builds strong relationship an achieve greater outcome in communication scenarios.

c) Effective communication is one that listens with keenness. Listening is very important in communicating because it is in listening that you understand well and get to do what is expected of you exactly

Table 12: Relationship between Effective Communication from Principals and Teachers' Effectiveness

		Principals' effective communication	Teachers' effectiveness
Spearman's rho	R-value	1	0.281[**]
	p-value	.	0.000
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that effective communication by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.281[**], *p*-value < 0.001). The positive nature of the correlation value implies that teachers are more likely to be effective when principals communicative very effectively and are more likely to be less effective when principals do not effectively communicate. Therefore, the hypothesis that states there is a significant relationship between principals' effective communication and teachers' effectiveness was accepted.

Research Question Three: How is decision-making crucial for teachers' effectiveness?

Table 13: Teachers' Opinion on Principals' Decision-Making

Items	Stretched				Collapsed			Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD			
He has the knowledge and skills to handle almost every situation that occurs to him.	67 (30.3%)	115 (52.0%)	28 (12.7%)	11 (5.0%)	182 (82.4%)	39 (17.6%)		3.08	0.791
He approaches new situations with an open mind.	118 (53.4%)	93 (42.1%)	8 (3.6%)	2 (0.9%)	211 (95.5%)	10 (4.5%)		3.48	0.615
He in accordance with moral principles and standards	66 (29.9%)	145 (65.6%)	10 (4.5%)	0 (0.0%)	211 (95.5%)	10 (4.5%)		3.25	0.530
He focuses his energy on how to make the best of any situation.	88 (39.8%)	88 (39.8%)	37 (16.7%)	8 (3.6%)	176 (79.6%)	45 (20.4%)		3.16	0.830
He regularly participates with teachers in social activities where he can relax.	88 (39.8%)	92 (41.6%)	21 (9.5%)	20 (9.0%)	180 (81.6%)	41 (18.6%)		3.12	0.919
He is able to adjust to changes.	95 (43.0%)	95 (43.0%)	23 (10.4%)	8 (3.6%)	190 (86.0%)	31 (14.0%)		3.25	0.786
He weighs the consequences of and considers the impact on others.	60 (27.1%)	122 (55.2%)	23 (10.4%)	16 (7.2%)	182 (82.4%)	39 (17.6%)		3.02	0.817
Multiple Response Set	**582 (37.6%)**	**750 (48.5%)**	**150 (9.7%)**	**65 (4.2%)**	**1332 (86.1%)**	**215 (13.9%)**		**3.19**	**0.755**

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, Std. Dev= Standard deviation

In aggregate, 86.1% of teachers indicated that their principal decision-making skills is good while 13.9% denied. The overall mean of 3.19 above 3.0 and not up to 3.5 on a scale of 1-4 confirmed that principals' decision-making skills is not very high. Specifically, 95.5% (211) of teachers agreed that their principal approachess new situation with an open mind and act in accordance with moral principles and standards while 4.5% (10) disagreed. Moreover, 86.0% (190) of teachers said their principal adjusts to changes while 14.0% (31) disagreed. Similarly, 82.4% (182) of teachers agreed that their principal has knowledge and skills to handle almost every situation and weighs the consequences and impact on others before taking a decision while 17.6% (39) disagreed. Finally, 79.6% (176) of teachers

agreed that their principal make the best of any situation while 20.4% (45) disagreed. The overall finding is also presented on figure below.

Figure 5: Teachers Opinion on Principal's' Decision-Making

Principals' decision-making
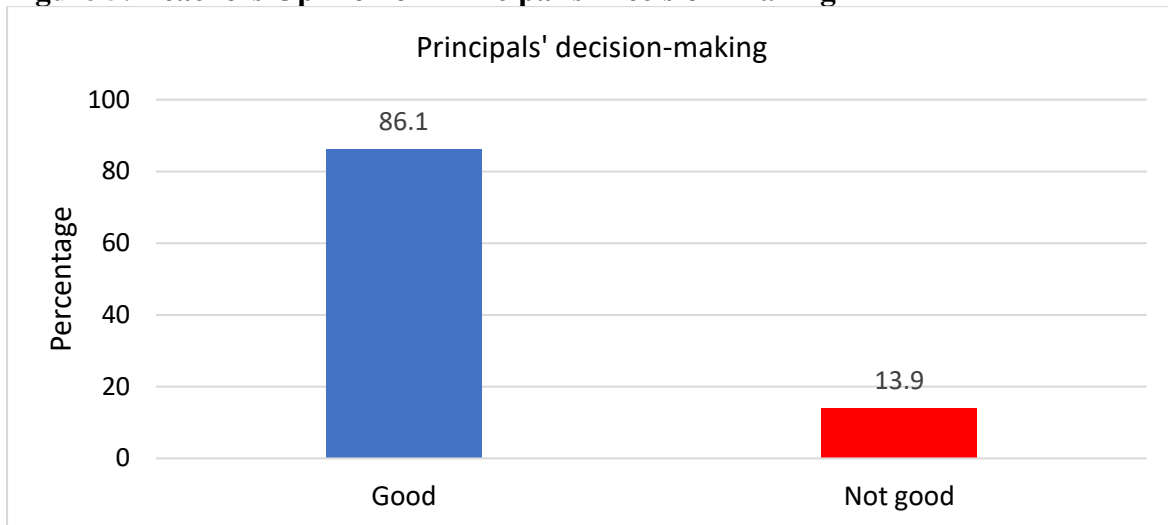
Testing of Hypothesis Three

Ho_3: There is no significance of   principals' decision-making and teachers' effectiveness.

Ha_3: There is a significance of   principals' decision-making and teachers' effectiveness.

3a) Yes! Drawing up of timetable and the number of days given teacher.

Communication before time, call them on the phone to remind them on the deadline.

Yeah as a principal, I'm bound to make a lot of decision. And once I made a decision wherein I had to favour a colleague not qualified for a task. I empowered somebody with the wrong characteristic to carry out a certain job. And I regretted it after because the job was not well done, I was criticized by the general public, the whole staff because they were purple more qualified than the person who carried out the task.

b) I will consider, I will consist teachers in a meeting deadline, we will do prioritization then I will help them analyze their work load, I will prioritize tasks based on urgency. That is start tasks that are urgent then go to resource ambition. Will identify and suggest relevant resource, templates, online materials to save time Then we will progress well do automaton, that is if possible I will automate repetitive tasks, freeing up teachers' time for more important activities.

c) Yes in our capacity we are bound to take decisions which are unfavorable for teachers but for the good of the school Like in invigilating in exams, classes are suspended and instead of weekly payment they invigilate for a day and are paid 3000fcfa for a day to economise finances.

Yes! when I have information to pass or expect document from the teachers such as mark sheets, at the reopening of school, syllabus/scheme of work, individual time table expected, I give deadlines to receive and before the deadlines, I call from time to time to remind them against deadlines.

Table 14:Relationship between Decision Making by Principals and Teachers' Effectiveness

		Decision-making by principals	Teachers' effectiveness
Spearman's rho	R-value	1	.144[**]
	p-value	.	.033
	N	221	221

*. Correlation is significant at the 0.05 level (2-tailed).

Statistically, findings showed that decision-making by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.144[**], p-value 0.033 < 0.05). The positive nature of the correlation value implies that teachers are more likely to be effective when principals are very good in their good decisions and less effective when principals are not very good in decision making. Therefore, the hypothesis that states there is a significant relationship between principals' decision-making and teachers' effectiveness was accepted.

Research Question Four: What role does transparency play on teachers' effectiveness?

Table 15: Teachers' Opinion on Principals' Transparency

Items	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
The principal is open with teachers and students in school.	125 (56.6%)	85 (38.5%)	6 (2.7%)	5 (2.3%)	210 (95.0%)	11 (5.0%)	3.49	0.665
He is transparent about his actions he takes.	68 (30.8%)	122 (55.2%)	25 (11.3%)	6 (2.7%)	190 (86.0%)	31 (14.0%)	3.14	0.716
He shares relevant information and invite feedback.	88 (39.8%)	103 (46.6%)	25 (11.3%)	5 (2.3%)	191 (86.4%)	30 (13.6%)	3.24	0.739
He communicates clearly.	107 (48.4%)	78 (35.3%)	26 (11.8%)	10 (4.5%)	185 (83.7%)	36 (16.3%)	3.28	0.843
He provides easy access to information.	89 (40.3%)	98 (44.3%)	19 (8.6%)	13 (5.9%)	187 (84.6%)	32 (14.5%)	3.22	0.846
He avoids hidden agenda and secret dealings.	65 (29.4%)	104 (47.1%)	37 (16.7%)	15 (6.8%)	169 (76.5%)	52 (23.5%)	2.99	0.858
He speaks out wrongdoing and corruption.	85 (38.5%)	83 (37.6%)	29 (13.1%)	24 (10.9%)	168 (76.0%)	53 (24.0%)	3.04	0.976
Multiple Response Set	**627 (40.6%)**	**673 (43.6%)**	**167 (10.8%)**	**78 (5.0%)**	**1300 (84.1%)**	**245 (15.9%)**	**3.20**	**0.806**

Key: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree, Std. Dev= Standard deviation

In aggregate, 84.1% of teachers opined that their principal is transparent while 15.9% disagreed. The overall mean of 3.20 above 3.0 and not up to 3.5 on a scale of 1-4 implies that principals' transparency is not very high. Specifically, 95.0% (210) of teachers agreed that their principal is open toward teachers and students while 5.0% (11) disagreed. Moreover, 86.5% (191) of teachers agreed that their principal share relevant information while 13.6% (30) disagreed. Similarly, 86.0% (190) of teachers accepted that their principal is transparent in his actions while 14.0% (31) disagreed. Furthermore, 84.6% (187) of teachers agreed that their principal provide access to information while 14.5% (32) disagreed. Also, 83.7% (185) of respondents hold that their principal clearly communicates while 16.3% (36) disagreed. Moreover, 76.5% (169) of teachers indicated that their principal avoids hidden agenda and secret dealings while 23.5% (52) disagreed. Finally, 76.0% (168) of teachers said their principal speaks out wrongdoing and corruption while 24.0% (53) disagreed. The overall finding is also presented on the figure below.

Figure 6: Teachers' Opinion on Transparency by Principal

Figure 6: Teachers' Opinion on Transparency by Principal
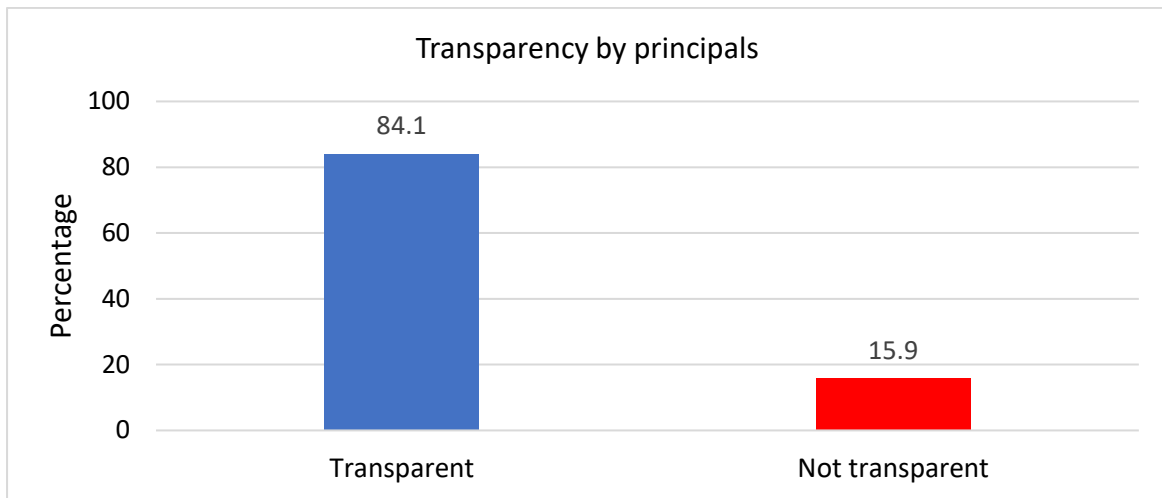
Testing of Hypothesis Four

Ho_4: There is no significant role of principals' transparency and teachers' effectiveness.

Ha_4: There is a significant role of principals' transparency and teachers' effectiveness.

4a) Transparency has an impact on teachers. It is a moral value teachers need to upload for effective teaching /learning.

Yes, transparency is easier to accomplish for someone who is truthful. You have to be transparent yourself, be consistent and authentic in your words and actions.

b) sure transparency in communication is crucial for teachers 'moral an trust when teachers understands the decision making progress and how their work contribute to the institutional goals they feel valued an engaged.it also allows for open communication about challenges an difficulties, collaboration for problem solving.so when a leader is transparent, teachers tend to have confidence in you and turn to you for their difficulties.

It can be very challenging. It is definitely achievable no doubts. I will start by clear and concise communication. If I am giving information out it must be clear and concise regularly share information with teachers about a constitutional goal's decision and rationale behind that. I will do open communication channel encourage teachers to ask questions where's their communication, provide feedback without fear of reprisal. Then I will do data driven decision making that is I will share data an report that explain the reasoning behind policies and procedures finally we will do the accessibility of information that we will make relevant information readily available to teach teachers through a centralized system.

c) Being transparent, the teachers can easily accept decisions taken by the administration even if the decision are not in their favour. This is because the principal is transparent that they are obliged to accept the decisions

Yes! for me transparency is easier to acquire provided you are able to keep to your words and maintain your actions. It is very easy if you are accountable, otherwise if you are unaccountable.

Table 16: Relationship between Transparency by Principals and Teachers' Effectiveness

		Principals' transparency	Teachers' effectiveness
Spearman's rho	R-value	1	0.179**
	p-value	.	0.008
	N	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

Statistically, findings showed that transparency by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.179**, *p*-value $0.008 < 0.05$). The positive nature of the correlation value implies that teachers are more likely to be effective when principals are very transparent and are more likely to be less effective when principals are not very transparent Therefore, the hypothesis that states there is a significant relationship between principals' transparency and teachers' effectiveness was accepted.

Table 17: Regression Analysis Estimating the Unit of Change in Leadership Strategies and Teachers' Effectiveness

Indicators / Variables	Teachers' effectiveness
(Constant)	4.163 (8.187)
Integrity	1.049 (0.124)[*]
Effective communication	3.509 (0.459) [***]
Decision making	0.491 (0.074)
Transparency	1.135 (0.143)[*]
Model Summary	
R	0.316
R-square	0.100
Adjusted R Square	0.083
Std. Error of the Estimate	5.00303
ANOVA	
F- test value	5.986
p-value	< 0.001
n	221

*Note ***, and * indicates statistical significance at the 1 and 10 percent critical levels respectively. Unstandardized coefficients.*

a. Dependent variable: Teachers' effectiveness
b. Predictors: (Constant): Transparency, Effective communication, Integrity, Decision-making

In overall, statistics from the regression analysis showed that principals' leadership strategies do have significant effect on teachers' effectiveness (F-value 5.986, p-value < 0.001) indicating that the variability explain by the model is significant. Specifically, effective communication has the highest coefficient value 0.459 significant at 1% level which implies for every unit of improvement in principals' communication with teachers, their effectiveness would increase by 0.459. Moreover, the coefficient values for transparency is 0.143, integrity 0.124 and decision-making 0.074 implying that for every unit of improvement in transparency, integrity and decision making by principals, teachers' effectiveness would increase by 0.143, 0.124, and 0.074 respectively. The above four aspects were found to significantly affect teachers' effectiveness by 10% (R-square = 0.100). The total variability explain by the model is 31.6% (R= 0.31.6) while 68.4% was not explain. This implies that aside principals' integrity, transparency, effective communication, and decision-making, there are other factors affecting their effectiveness.

Table 18: Summary of Findings

Research questions	Statistical techniques	Findings
Teachers' effectiveness	Percentage, Mean	Findings showed that 52.6% of teachers indicated that teachers are effective while a significant proportion of them 47.4% denied and the overall mean of 2.51 below 3.0 on a scale of 1-4 implies that teachers' effectiveness is not high.
Research Question One: What effect does integrity have on teachers' effectiveness?	Percentage, Mean and Spearman's rho test	Descriptively, 81.4% of teachers indicated that their principal has self-integrity while 18.6% perceived their principal to lack self-integrity but the overall mean of 3.15 above 3.0 and not up to 3.5 on implies that principal integrity is not very high. And further analysis revealed that principals' integrity has a significant and positive relationship with teachers' effectiveness (R-value 0.186**, p-value $0.006 < 0.05$). The positive nature of the correlation value implies that teachers are more likely to be effective when principal integrity high and are more likely to be less effective when principal integrity is low. Therefore, the hypothesis that states there is a significant relationship between principals' integrity and teachers' effectiveness was accepted.
Research Question Two: To what extent does effective communication affect teachers' effectiveness.	Percentage, Mean and Spearman's rho test	Descriptively, 72.3% of teachers indicated that their principal communicates effectively while 27.7% did not but the overall mean of 3.01 above slightly above 3.0 implies that effective communication by principals is not very high. And further analysis showed that effective communication by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.281**, p-value < 0.001). The positive nature of the correlation value implies that teachers are more likely to be effective when principals communicative very effectively and are more likely to be less effective when principals do not effectively communicate. Therefore, the hypothesis that states there is a significant relationship between principals' effective communication and teachers' effectiveness was accepted.
Research Question Three: How does decision-making impact teachers' effectiveness?	Percentage, Mean and Spearman's rho test	Descriptively, 86.1% of teachers indicated that their principal decision-making skills is good while 13.9% denied, but the overall mean of 3.19 above 3.0 on a scale of 1-4 confirmed that principals' decision-making skill is not that very good. And further analysis showed that showed that decision-making by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.144**, p-value $0.033 < 0.05$). The positive nature of the correlation value implies that teachers are more likely to be effective when principals are very good in their good decisions and less effective when principals are not very good in decision making. Therefore, the hypothesis that states there is a significant relationship between principals' decision-making and teachers' effectiveness was accepted.
Research Question Four: What role does transparency play on teachers' effectiveness?	Percentage, Mean and Spearman's rho test	Descriptively, 84.1% of teachers opined that their principal is transparent while 15.9% disagreed. The overall mean of 3.20 above 3.0 and not up to 3.5 on a scale of 1-4 implies that principals' transparency is not very high. And further analysis showed that transparency by principals has a significant and positive relationship with teachers' effectiveness (R-value 0.179**, p-value $0.008 < 0.05$). The positive nature of the correlation value implies that teachers are more likely to be effective when principal are very transparent and are more likely to be less effective when principals are not very transparent. Therefore, the hypothesis that states there is a significant relationship between principals' transparency and teachers' effectiveness was accepted.

Chapter Summary

This chapter presented the findings in line with the specific research questions and hypotheses tested. The findings revealed that a significant proportion of teachers are not effective. Principals' integrity, effective communication, decision-making, and transparency were not that very high, and all four leadership strategies were found to have significant and positive relationship with teachers' effectiveness.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of the findings in accordance with statistical evidences derived from the research questions and hypotheses. It aims to explain the findings from chapter four and provide potential explanations for any deviations from the predicated outcome. The discussion of findings was done with respect to the specific research questions by bringing forward the findings and further emphasis of some specific findings of the study. In discussing the findings, empirical evidence obtained from the study were first presented and compared or contrasted with those of previous researchers. Thus, the findings were backed by theories and conceptual review narrated in chapter two. The chapter also consists of conclusion, recommendations and suggestion for further research.

Discussion of Findings

The findings of the study from data collected successfully from 221 teachers and co-principals are presented based on the specific research questions. A total of 221 questionnaires corresponding to 221 respondents together with three principals were analyzed from a sum of 400 with a sample size of 234 teachers and six principals calculated using a design effect of 1.2 prevalence of 50% for a good sample size. Considering that, the normal range of the coefficient alpha values is between 0.00 and H, where the lighter the value, the better the internal consistency. The internal consistency of teachers was satisfactory for all the sub-variables with the coefficient values ranging from 0.730 to 0.895. Where the overall coefficient value of the questionnaire is 0.848 above the recommended threshold of 0.7.

As regards the teachers sampled, 54.8% (121) were female and 45.2% (100) male. However, 52.0% of teachers have worked for 11-20 years and 9.0% for 21 years and above. Meanwhile, many of the teachers 69.7% were teaching with bachelor's degree as their highest qualification. When it comes to awareness of leadership strategies, it was not amazing to find out that all respondents have at least pre-conceived idea of leadership strategies to enable effective teaching, given that teachers are the key actors in education and principals being the intermediaries.

Research Question one:

The first research objective for the study was; To what extent does leaders' integrity influence teacher's effectiveness? Following the literature gathered, seven research items were investigated. Based on the analysis, it was proven that principal's integrity has a great or positive influence on teachers' effectiveness. 81.4% of respondents said principals have self-integrity meanwhile, 18.6% of respondents displayed principals lack of self-integrity which implies that, teachers are more likely to be effective when principal's integrity is high and are more likely to be less effective when principal's integrity is low.

Research Question two:

The second research question for the study was; How relevant is communication to teachers' effectiveness? From the literature gathered based on the research items, from the analysis 72.2% respondents indicated principals' efforts in effectively communicating with teachers while 27.7% presented some principals' level of communicating with teachers. This implies that, teachers are likely to be effective when principals communicate very adequately with them and vice-versa.

Research Question three:

Why is decision-making crucial for teachers' effectiveness? From the literature gathered, seven research items were studied. Based on the analysis, 86.1% of respondents agreed that their principal make the best of any situation meanwhile, 13.9% disagreed indicating that, the level of decision-making by principals on teachers is good. Thus, influencing effective teaching. Contrarily, where decision-making is poor, it will make things difficult for personnel which will intend hinder output and achievement by teachers and students.

Research Question four:

The fourth research question for the study was; What role does transparency play on teachers' effectiveness? Following the literature gathered seven research items were investigated. According to the analysis, 84.1 respondents said their principal exhibits transparent attributes while 15.9% indicated their principal not being transparent. This implies that when principals speak out wrongdoing and corruption and provide open access to information, it will create comfortable environment for the teachers causing them to work well and the reverse holds when the principal is not transparent.

Conclusion

Looking at the Cameroon Law Education No 98/004 April 1998, states that education is a national priority and must be taken care of by the state. In its article 5, it clearly defines the objectives and mission of the Cameroon education system, which includes amongst other, to train citizens who should be versed in their culture and the culture of other societies, to train citizens who would have respect for the general good and welfare of others, to inculcate important values such as dignity, honour, transparency, integrity, promotion of family life education. These lovable policies could only be brought to life by the right actors who are the principals and teachers.

In an educational system, it does not simply suffice to stipulate the ideas or the articles in the document, but it entails a lot more like considering who is expected to do what? how?, where? And with whom. In the context of this study, we see that the Cameroon government pressure for quality education.

Research indicates that leadership strategies affect students' learning achievement by exercising a positive influence on the functioning of other staff, especially teachers, as well as on the conditions of the school Leithword et al. (2006). The above mentioned problems of teachers can be handled by some effective leadership practices and strategies. Nevertheless, many researches which coincide with the actual situation in Cameroon context indicate that few principals actually engage in practices and strategies which resolve teachers' challenges in their day-to-day work, spending minimal time on administrative activities, coaching and teacher evaluation and support Horng, Klasik, & Loeb (2009); May, Huff & Goldring (2012); Grissom et al. (2013).

Instead, principals tend to spend the bulk of their time on administrative activities (for instance, student discipline and compliance requirements), budgets and staff, and internal and external relations, such as fundraising and working with staff students Horng et al. (2009).

So the absence of efficient and effective support from school principal towards teachers challenges most teachers to suffer a lack in their teaching learning process which definitely hinders school improvement generally. From this study, we could see that integrity, effective communication, transparency have a significant effect on teachers' effectiveness.

Conclusively, it can be seen that a significant proportion of teachers are effective. Principals' integrity, effective communication, decision-making and transparency were not that very high,

and all four leadership strategies were found to have significant and positive relationship with teachers' effectiveness. Which implies that for educational standards to be improved upon, there must be implementation of effective leadership strategies.

Recommendations

After a serious study of leadership strategies and its effects on teachers' effectiveness in secondary schools, the researcher therefore recommends the following:

The Minister of secondary education should communicate effectively with teachers at least via the principals to know about their well-being and their shortcomings so as to spur them work effectively.

Stakeholders should create professional development opportunities that promote teachers effectiveness.

Leaders should also practice other leadership strategies such as tolerance, practice of peace, democracy, respect of human rights and the fight against all forms of discrimination.

Teachers should be provided with ongoing support.

There should be focus on teachers in low income and in the suburbs especially in crisis affected contexts.

The government should always ensure that what she promises teachers should be provided.

Teachers should be sensitized of the necessity of staff meetings and seminars with consequences of absenteeism.

Teachers respond to incentives so therefore, education policymakers can "improve the quality of teaching and learning by designing effective incentives that will attract, retain and motivate highly qualified teachers" Vegas (2005).

Above all, Principals, Delegates and the Minister of Secondary Education should instill the practice of leadership strategies and styles so as to keep teachers effective at work.

Suggestion for further research

The researcher suggests that the next researcher should carry out a study on a different areas like the Ministry and Delegations of Education and should use different variables in order to fully complete what she left out on leadership strategies and its impact on teachers' effectiveness.

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APPENDICES

Appendix A: Detail Reliability Analysis per Test Item

Integrity

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.879	0.886	7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	0.781	0.464	1.148	0.684	2.473	0.046	7

Item-Total Statistics

Test items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
The principal avoids conflict of interest.	11.51	11.633	0.210	0.070	0.884
He ensures that decisions are based on merit.	11.05	9.261	0.589	0.394	0.887
He treats others with kindness, dignity, and empathy.	11.06	9.183	0.588	0.433	0.886
He acknowledges mistakes and seeks to improve upon them.	10.93	9.500	0.461	0.351	0.822
He avoids inappropriate jokes.	10.84	10.837	0.154	0.093	0.722
He has respect for confidentiality.	11.24	10.504	0.381	0.234	0.847
He is dependable.	11.01	9.918	0.403	0.254	0.840

Effective Communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.779	0.795	7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	0.915	0.694	1.239	0.545	1.786	0.036	7

Item-Total Statistics

Test items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
Your principal has a voice in matters that concern him.	13.14	6.827	0.193	0.146	0.803
Only certain teachers are allowed to express their opinions in staff meetings.	11.94	6.551	0.111	0.267	0.754
He usually uses the social networking site to communicate with teachers.	12.78	6.044	0.315	0.173	0.807
The relationship he has with teachers makes it easy to talk to them whenever need arises.	12.94	7.132	0.133	0.085	0.739
He tends to feel as though his ideas are more important than those of teachers.	12.13	7.238	0.037	0.216	0.801
He is always versed with current issues.	12.84	7.107	0.103	0.115	0.856
He expresses himself clearly.	12.69	7.605	0.040	0.200	0.753

Decision-making

<div align="center">

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.862	0.861	7

</div>

<div align="center">

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	0.586	0.281	0.844	0.563	3.004	0.037	7

</div>

<div align="center">

Item-Total Statistics

</div>

Test item	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
He has the knowledge and skills to handle almost every situation that occurs to him.	10.71	7.098	0.419	0.201	0.812
He approaches new situations with an open mind.	11.11	8.374	0.207	0.097	0.866
He in accordance with moral principles and standards	10.89	8.210	0.328	0.123	0.841
He focuses his energy on how to make the best of any situation.	10.79	6.920	0.430	0.230	0.908
He regularly participates with teachers in social activities where he can relax.	10.76	7.022	0.333	0.150	0.843
He is able to adjust to changes.	10.89	6.874	0.485	0.311	0.892
He weighs the consequences of and considers the impact on others	10.66	7.045	0.409	0.246	0.815

Transparency

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.730	0.728	7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	0.669	0.442	0.953	0.511	2.157	0.032	7

Item-Total Statistics

Test items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
The principal is open with teachers and students in school.	11.14	10.597	0.338	0.215	0.720
He is transparent about his actions he takes.	10.79	10.029	0.432	0.263	0.701
He shares relevant information and invites feedback.	10.89	9.988	0.421	0.254	0.703
He communicates clearly.	10.93	10.149	0.306	0.162	0.731
He provides easy access to information.	10.82	9.119	0.488	0.308	0.687
He avoids hidden agenda and secret dealings.	10.64	8.676	0.611	0.436	0.655
He speaks out wrongdoing and corruption	10.69	8.625	0.510	0.379	0.682

Teachers' Effectiveness

Appendix: Correlation Output

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.860	0.861	7

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	1.026	0.788	1.159	0.371	1.471	0.015	7

Item-Total Statistics

Test items	Scale Mean	Scale Variance	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha
All teachers have a good relationship with the students.	15.34	20.608	0.588	0.430	0.846
All teachers have a mastery of subject matter.	15.24	21.135	0.659	0.535	0.837
All teachers use teaching aids and techniques in presenting lessons.	15.03	20.154	0.652	0.461	0.837
All teachers are committed to their job.	14.91	20.210	0.640	0.414	0.838
All teachers are always punctual.	14.55	20.658	0.635	0.485	0.839
All teachers practice effective classroom management.	14.76	20.658	0.618	0.387	0.841
All teachers cover the syllabus on time.	14.71	20.254	0.607	0.444	0.843

Multiple Response Output

$A1 Frequencies

		Responses		Percent of Cases
		N	Percent	
Integrity[a]	Strongly Agree	645	41.7%	291.9%
	Agree	615	39.8%	278.3%
	Disagree	163	10.5%	73.8%
	Strongly Disagree	124	8.0%	56.1%
Total		1547	100.0%	700.0%

a. Group

$A2 Frequencies

		Responses		Percent of Cases
		N	Percent	
Effective Communication[a]	Strongly Agree	605	39.1%	273.8%
	Agree	513	33.2%	232.1%
	Disagree	275	17.8%	124.4%
	Strongly Disagree	154	10.0%	69.7%
Total		1547	100.0%	700.0%

a. Group

$A3 Frequencies

		Responses		Percent of Cases
		N	Percent	
Decision-Making[a]	Strongly Agree	582	37.6%	263.3%
	Agree	750	48.5%	339.4%
	Disagree	150	9.7%	67.9%
	Strongly Disagree	65	4.2%	29.4%
Total		1547	100.0%	700.0%

a. Group

$A4 Frequencies

		Responses		Percent of Cases
		N	Percent	
Transparency[a]	Strongly Agree	627	40.6%	283.7%
	Agree	673	43.6%	304.5%
	Disagree	167	10.8%	75.6%
	Strongly Disagree	78	5.0%	35.3%
Total		1545	100.0%	699.1%

$A5 Frequencies

		Responses		Percent of Cases
		N	Percent	
Teachers' Effectiveness[a]	Strongly Agree	314	20.3%	142.1%
	Agree	499	32.3%	225.8%
	Disagree	400	25.9%	181.0%
	Strongly Disagree	334	21.6%	151.1%
Total		1547	100.0%	700.0%

a. Group

Descriptive Statistics

Descriptive Statistics

Test items	N	Minimum	Maximum	Mean	Std. Deviation
The principal avoids conflict of interest.	221	1	4	3.57	0.681
He ensures that decisions are based on merit.	221	1	4	3.11	0.859
He treats others with kindness, dignity, and empathy.	221	1	4	3.12	0.876
He acknowledges mistakes and seeks to improve upon them.	221	1	4	2.99	0.944
He avoids inappropriate jokes.	221	1	4	2.90	1.072
He has respect for confidentiality.	221	1	4	3.30	0.788
He is dependable.	221	1	4	3.07	0.914
Your principal has a voice in matters that concern him.	221	1	4	3.39	0.855
Only certain teachers are allowed to express their opinions in staff meetings.	221	1	4	2.81	1.113
He usually uses the social networking site to communicate with teachers.	221	1	4	3.04	0.950
The relationship he has with teachers makes it easy to talk to them whenever need arises.	221	1	4	3.19	0.833
He tends to feel as though his ideas are more important than those of teachers.	221	1	4	2.62	0.992
He is always versed with current issues.	221	1	4	3.10	0.904
He expresses himself clearly.	221	1	4	2.95	1.019
He has the knowledge and skills to handle almost every situation that occurs to him.	221	1	4	3.08	0.791
He approaches new situations with an open mind.	221	1	4	3.48	0.615
He in accordance with moral principles and standards	221	2	4	3.25	0.530
He focuses his energy on how to make the best of any situation.	221	1	4	3.16	0.830
He regularly participates with teachers in social activities where he can relax.	221	1	4	3.12	0.919
He is able to adjust to changes.	221	1	4	3.25	0.786
He weighs the consequences of and considers the impact on others	221	1	4	3.02	0.817
The principal is open with teachers and students in school.	221	1	4	3.49	0.665
He is transparent about his actions he takes.	221	1	4	3.14	0.716
He shares relevant information and invite feedback.	221	1	4	3.24	0.739
He communicates clearly.	221	1	4	3.28	0.843

He provides easy access to information.	221	1	5	3.22	0.846
He avoids hidden agenda and secret dealings.	221	1	4	2.99	0.858
He speaks out wrongdoing and corruption	221	1	4	3.04	0.976
All teachers have a good relationship with the students.	221	1	4	2.93	1.027
All teachers have a mastery of subject matter.	221	1	4	2.81	0.888
All teachers use teaching aids and techniques in presenting lessons.	221	1	4	2.61	1.037
All teachers are committed to their job.	221	1	4	2.49	1.043
All teachers are always punctual.	221	1	4	2.13	0.983
All teachers practice effective classroom management.	221	1	4	2.33	1.003
All teachers cover the syllabus on time.	221	1	4	2.29	1.077
Valid N (listwise)	221				

Correlation Output

Correlations

Spearman's rho		Integrity	Effective communication	Decision-making	Transparency	Teachers' effectiveness
Integrity	Correlation Coefficient	1.000	0.311**	0.539**	0.559**	0.197**
	Sig. (2-tailed)	.	0.000	0.000	0.000	0.003
	N	221	221	221	221	221
Effective communication	Correlation Coefficient	0.311**	1.000	.482**	.286**	0.339**
	Sig. (2-tailed)	0.000	.	.000	.000	0.000
	N	221	221	221	221	221
Decision-making	Correlation Coefficient	0.539**	.482**	1.000	.618**	0.202**
	Sig. (2-tailed)	0.000	.000	.	.000	0.003
	N	221	221	221	221	221
Transparency	Correlation Coefficient	0.559**	.286**	.618**	1.000	0.205**
	Sig. (2-tailed)	0.000	0.000	.000	.	.002
	N	221	221	221	221	221
Teachers' effectiveness	Correlation Coefficient	0.197**	0.339**	0.202**	0.205**	1.000
	Sig. (2-tailed)	0.003	0.000	0.003	0.002	.
	N	221	221	221	221	221

**. Correlation is significant at the 0.01 level (2-tailed).

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Mbong Ernestine a master's student in the University of Yaounde I: Faculty of Education, Department of Curriculum and Evaluation, Specialty; Administration and Inspection in Education. I am conducting a research on the topic **''Leadership strategies and its effects on Teachers' effectiveness in Selected Secondary Schools in Mefou and Akono division.''**

I therefore guarantee that the information collected will be treated confidentially and used only for this research. Please help and provide accurate and real information to make this study a success.

INSTRUCTION: Place a bold tick (ν) in the appropriate box in response to your information required.

SECTION A:

Biographical Data of Respondent Gender: Male [ ]   Female [ ]

Experience 0–10 years [ ] 11–20years [ ]   21+[ ]

Qualification: A 'L certificate [ ] CAPIET [ ] Bachelor's degree [ ] Master's degree [ ]   PhD [ ]

Age: 25-35 [ ] 36-45 [ ] 46+ [ ]

SECTION B: Research Statements

<u>INDICATORS</u>

- Integrity
- Effective Communication
- Decision Making
- Transparency

The following propositions have four

(4) Levels of opinions. Tick the response most appropriate to your opinion.

1=Strongly Agree   2=Agree   3=Disagree   4=Strongly Disagree

| S/N	Test items	1	2	3	4
1	**Integrity**				
1.1	The principal avoids conflict of interest				
1.2	He ensures that decisions are based on merits				
1.3	He treats others with kindness, dignity and empathy				
1.4	He acknowledges mistakes and seeks to improve upon them				
1.5	He avoids inappropriate jokes				
1.6	He has respect for confidentiality				
1.7	He is actually dependable				
2.	**Effective Communication**				
2.1	Your principal has a voice in matters that concern him				
2.2	Only certain teachers are allowed to express their opinions in staff meetings				
2.3	He usually uses the social networking site to communicate with teachers				
2.4	The relationship he has with teachers makes it easy to talk to them when ever need arises				
2.5	He tends to feel as though his ideas are more important than those of teachers				
2.6	He is always versed with current issues				
2.7	He expresses himself clearly He is always versed with current issues He expresses himself clearly				
3.	**Decision making**				
3.1	He has the knowledge and skills to handle almost every situation that occurs to him				
3.2	He approaches new situations with an open mind				
3.3	He is in accordance with moral principles and standards				
3.4	He focuses his energy on how to make the best of any situation				
3.5	He regularly participates with teachers in social activities				

	where he can relax				
3.6	He is able to adjust to changes				
3.7	He weighs the consequences of and considers the impact of his decisions on others				
4	**Transparency**				
4.1	The principal is open with teachers and students in school				
4.2	He is transparent about his actions he takes				
4.3	He shares relevant information and invites feedback				
4.4	He communicates clearly				
4.5	He provides easy access to information				
4.6	He avoids hidden agenda and secret dealings				
4.7	He speaks out wrong doing and corruption				
5	**Teachers' effectiveness at work**				
5.1	All teachers have a good relationship with the students				
5.2	All teachers have a mastery of subject matter				
5.3	All teachers use teaching aids and techniques in presenting lessons				
5.4	All teachers are committed to their job				
5.5	All teachers are always punctual				
5.6	All teachers practice effective classroom management				
5.7	All teachers cover the syllabus on time				

APPENDIX F

INTERVIEW GUIDE FOR THE PRINCIPAL

1. What does integrity mean to you?

   _____

   _____

2. Does integrity affect teachers' effectiveness, if so kindly explain

   _____

   _____

   _____

3. How would you describe good or effective communication?

   _____

   _____

4. How do you regard importance of listening in communication?

   _____

   _____

   _____

5. Have you ever made an unpopular decision on behalf of the institution if yes what was it?

   _____

   _____

   _____

6. How would you help your teachers meet a deadline if you noticed they were falling behind?

   _____

   _____

   _____

7. Does transparency have an impact on teachers if yes please explain?

   _____

   _____

   _____

8. Is transparency so much easier to accomplish if yes how?

   _____

   _____

   _____

APPENDIX G

MAP OF MEFOU AND AKONO DIVISION

APPENDIX H

MAP OF CAMEROON